DOCUMENT RESUME

ED 150 363 08 CE 014 646

AUTHOR Mutterer, Richard H.; And Others
TITLE Mountain Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement 1 To Volume VII. Preparing the Student: The Education Services Division.
INSTITUTION Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Jul 75
CONTRACT NE-C-00-3-0298
NOTE 114p.; For related documents see CE 014 630-646

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Basic Skills; *Career Education; Communication Skills; Consumer Education; *Curriculum Design; Curriculum Guides; Demonstration Programs; *Disadvantaged Groups; Economically Disadvantaged; Educationally Disadvantaged; Equipment; Facilities; *Family Life Education; Family Programs; Federal Programs; Flow Charts; Guidelines; Health Education; Home Management; Individualized Programs; Mathematics Education; Parent Education; Records (Forms); *Residential Programs
IDENTIFIERS Mountain Plains Program

ABSTRACT

One of three supplements which accompany chapter 7 of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630), this document contains specific information concerning the family core, communication skills, and mathematics skills components of the educational services divisions. The following materials related to the family core component are included: area plan, family core curriculum forms, health education forms and procedures, consumer education forms and procedures, home management forms and procedures, and parent involvement forms and procedures. The following materials related to the communication skills component are included: area floor plan, communication skills curriculum, occupation entry/exit levels for foundation education, and miscellaneous forms. The following materials related to the mathematics skills component are included: facility and equipment plans, math skills procedural guide, occupation-math skills matrix, learning experience guide for math skills, and miscellaneous forms. (BM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

NATIONAL EDUCATION R & D MODEL

MOUNTAIN PLAINS EDUCATION ECONOMIC DEVELOPMENT PROGRAM INC.

ED150363

MOUNTAIN-PLAINS HANDBOOK

THE DESIGN AND OPERATION OF A RESIDENTIAL FAMILY BASED EDUCATION PROGRAM

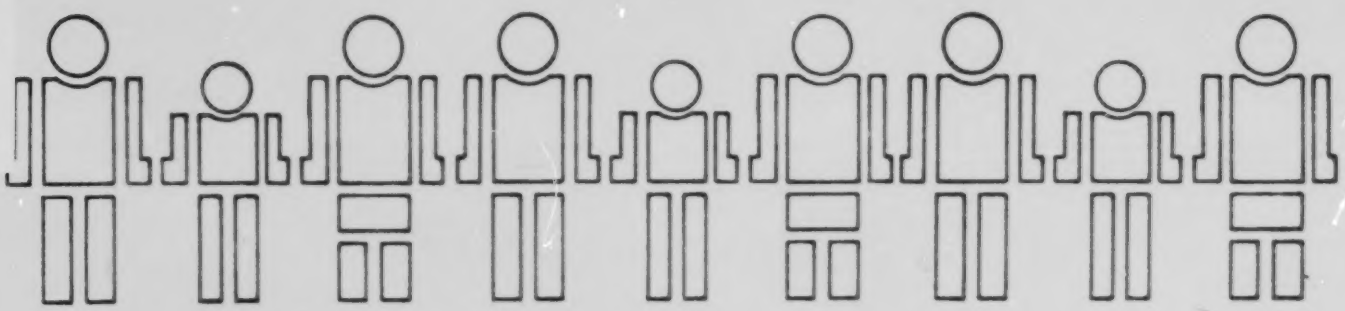
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

APPENDIX

SUPPLEMENT NO. 1 TO VOLUME 7

PREPARING THE STUDENT:

EDUCATIONAL SERVICES DIVISION



APPENDIX

This supplement is designed for use in conjunction with Volume VII.

Supplement 1 To Volume VII

PREPARING THE STUDENT: THE EDUCATION SERVICES DIVISION

Contributing Authors:

Richard H. Mutterer

Cathy Lewis	Dennis Winterhalter	Pam Myers	Ted Bundy	Bill Connors
Vickie Retrum	Janet Helfrich	Dick Retrum	Frank Nay	Bart Fuhrman
Walt Osland	Walt Peterson	Barb Peterson	Brian Vetter	Laura Skaggs
Juanita Sparks	Verla Flores	Alida Webber	Tim Ziller	Bonnie Egan
Dave Smith	Joyce Rich	Gwen Jones	Chuck Lynch	Dick Helfrich
Monty Gilcher	Ron Wall	Ron Arneson	Chuck Wetterling	Dick Berg
Jon Gormley	Chick Korsbeck	Judy Jacobi	Cathy Stewart	Frances White

Edited and Compiled by:

Michael C. Fenenbock

MOUNTAIN-PLAINS DOCUMENTATION

The material presented in this publication was performed pursuant to Contract NE-C-00-3-0298. The opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by that agency should be inferred.

Documentation Manager . . . . . Thomas R. Flores
Publications Editor . . . . . Michael C. Fenenbock
Assistant Editor . . . . . Linda Jenkins
Reprographics . . . . . James Lay
Graphic Design . . . . . Fred Egan

Bruce C. Perryman
Executive Director

July, 1975

PRODUCT IN DEVELOPMENT (NOT PUBLISHED MATERIAL) Mountain-Plains retains sole control of these materials and unauthorized use or reproduction, by mechanical or other means, is not permitted.

TABLE OF CONTENTS

Page

FAMILY CORE COMPONENT APPENDICES

A. FAMILY CORE AREA PLAN 2

B. FAMILY CORE CURRICULUM FORMS
1. Senior Instructor Status Report and Instructions 3
2. Family Core Curriculum Information Sharing Form and Instructions 6
3. Procedures for Family Core Curriculum Schedule 8

C. HEALTH EDUCATION FORMS AND PROCEDURES
1. Student Work Plan 9
2. Student Progress Record 10
3. Health Education Exit Information Form 12
4. Need for Non-Local Medical Care Form 13
5. Clinical Referral Form 14

D. CONSUMER EDUCATION FORMS AND PROCEDURES
1. Student Work Plan 15
2. Student Progress Record 16
3. Projected Family Finances Form 17
4. Loan Request Form 18

E. HOME MANAGEMENT FORMS AND PROCEDURES
1. Student Work Plan 19
2. Student Progress Record 20
3. Home Care and Cleanliness Problems Procedure 21
4. Weight Control Program Procedure 23

F. PARENT INVOLVEMENT FORMS AND PROCEDURES
1. Student Work Plan 27
2. Student Progress Record 28

COMMUNICATION SKILLS COMPONENT APPENDICES

A. COMMUNICATION SKILLS AREA FLOOR PLAN 32

B. COMMUNICATION SKILLS CURRICULUM
1. Foundation Education Flow Chart 33
2. Curriculum Outline 34
3. Student Work Plans (Basic & Advanced) 38
4. Student Progress Record (Basic & Advanced) 40

C. OCCUPATION ENTRY/EXIT LEVELS FOR FOUNDATION EDUCATION .42

D. MISCELLANEOUS FORMS
1. Senior Instructors Weekly Status Report 48
2. GED Results Form 49

MATHEMATICS SKILLS COMPONENT APPENDICES

A. FACILITIES
   1. Math Skills Floor Plan 51
   2. Supplementary Equipment List 53

B. MATH SKILLS PROCEDURAL GUIDE 56

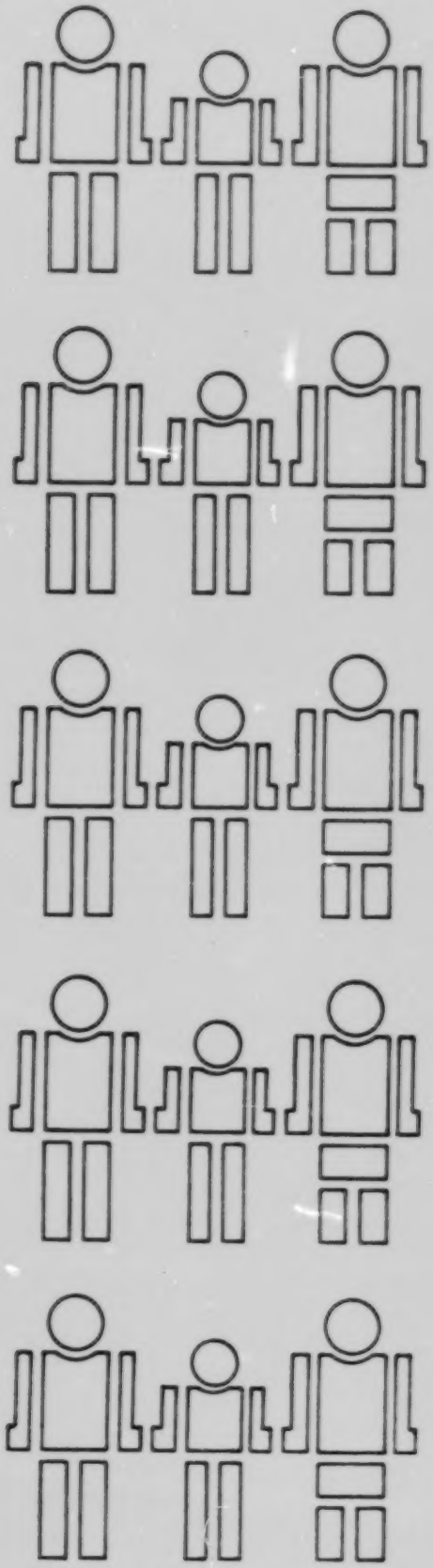
C. OCCUPATION-MATH SKILLS MATRIX 68

D. LEARNING EXPERIENCE GUIDE FOR MATH SKILLS 74

E. MISCELLANEOUS FORMS
   1. Student Work Plan 89
   2. Student Profile (Basic & Advanced) 90
   3. Student Progress Record (Sample) 92
   4. Developmental/Employability Traits Form 93

EDUCATION SERVICES DIVISION

FAMILY CORE COMPONENT



SENIOR INSTRUCTORS WEEKLY STATUS REPORT

Work Element _____

Dates Included: From _____ To _____

PROBLEMS

PROBLEMS RESOLVED	PROBLEMS UNRESOLVED

ACCOMPLISHMENTS

STAFF DEVELOPMENT	SCHEDULE OF MEETINGS

STUDENTS – DAILY ATTENDANCE

	A	B	C	D	E	F	G	H
Mon								
Tue								
Wed								
Thr								
Fri								

	A	B	C	D	E	F	G	H
Mon								
Tue								
Wed								
Thr								
Fri								

	A	B	C	D	E	F	G	H
Mon								
Tue								
Wed								
Thr								
Fri								

	A	B	C	D	E	F	G	H
Mon								
Tue								
Wed								
Thr								
Fri								

APPENDIX B 1

INSTRUCTIONAL AREA WEEKLY STATUS REPORTS - SUGGESTED REPORTING ITEMS

Problems with:
(1) Students
(2) Staff
(3) Facilities
(4) Equipment
(5) Budget
(6) Scheduling
(7) Work Experience

Student Problems:
(1) DET reports not answered
(2) Conferences not kept
(3) Inordinate amount of absences
(4) Breaking contract agreements
(5) Loading
(6) Work Experience

Staff:
(1) Not keeping commitments
(2) Assistance requests
(3) Work Experience

Facilities:
(1) Space Shortage
(2) Repairs necessary
(3) Work Experience stations

Equipment:
(1) Needs - specific
(2) Repairs (Items sent in and not returned)
(3) Excess (Not required)

Budget:
(1) Accuracy of print-outs
(2) Funds required
(3) Transfers recommended

Problems Resolved:

Listing of problems resolved that were reported prior to this report in the Problem Section.

Problems Unresolved:

Listing of Problems reported before that action has not been taken to solve.

Accomplishments: Any milestones for curriculum or research

Changes to improve the program in:

(1) Facilities
(2) Staff (inservice)
(3) Budget

Completing Students-Numbers

Staff Development:
(1) Inservice
(2) Conferences
(3) Consultants
(4) Information received pertaining to area

Schedule of Meetings:
All meetings attended by any staff member such as Communications meeting, team conferences, etc.

Participants: Daily Attendance

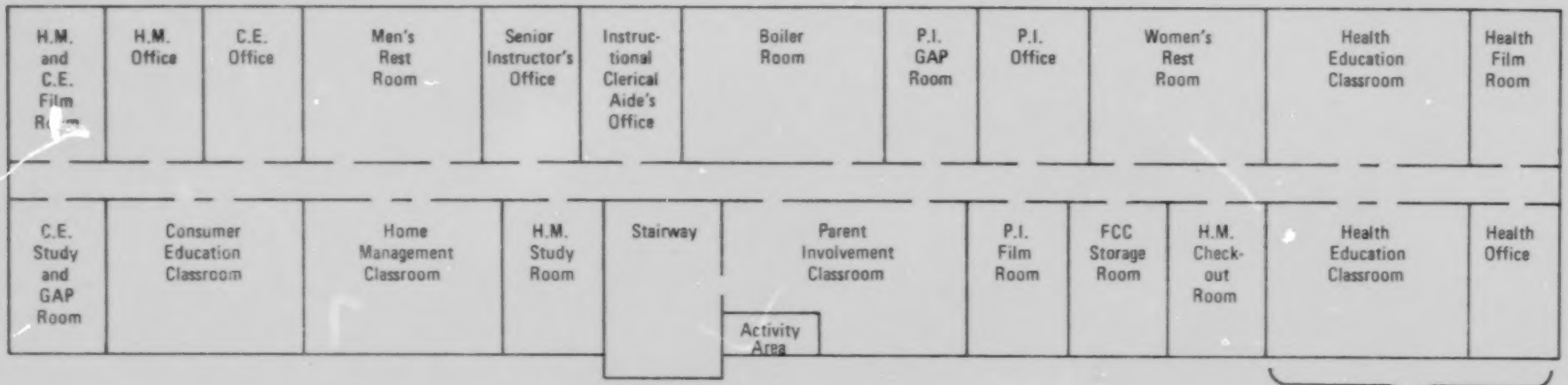
Total - Box 1

Breakout Box 2 - 3 - 4 if necessary. The percent of those scheduled as compared to those in attendance.

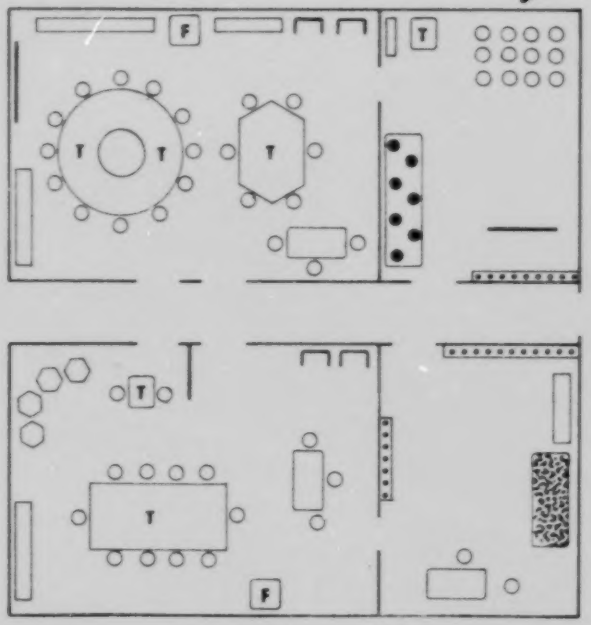
The only attendance percentages desired by R.H. Mutterer would be the total attendance percentage for the week (eg. 75 percent of the students scheduled for the week etc.)

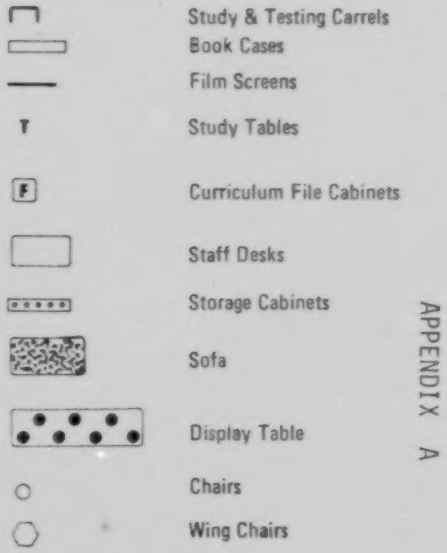
REMEMBER TO GET THE REPORT IN TO R.H. MUTTERER BY WEDNESDAY AFTER THE MONDAY THROUGH FRIDAY WEEK REPORTED (e.g. the report for March 4-8 should be received by March 13th)

FAMILY CORE CURRICULUM
Building Layout



Total Area c. 10,800 sq. ft.





Sample
Program Area Layout

Mountain-Plains Education & Economic Development Program, Inc.

FAMILY CORE CURRICULUM
INFORMATION SHARING

Program _____ Date Files _____

Stamp _____ Instructor _____

Date _____ Student Family _____

Description Of Effort

Memo to: FCC STAFF

Re: FCC INFORMATION SHARING FORMS

PURPOSES:

1. To provide a ready, comprehensive and easily accessible account of all significant FCC instructional consultation efforts.

2. To facilitate an improved coordination and management of the individual efforts of the various FCC component programs.

3. To provide a ready, comprehensive and easily accessible vehicle of information dissemination.

PROCEDURE:

1. Such forms are to completed and handed in to the FCC Senior Instructor on a weekly basis -- a week being from Thursday at 1 p.m. to Thursday of the following week at 1 p.m.

2. Each form or sheet should pertain to one and only one individual or family. This will enable seperate filing.

3. The account given for any one week should include not only the particulars of that week's interaction but a brief introduction setting down the historical context (if any) of this interaction and a brief conclusion relating the intended incidence and direction of any further interactions.

4. A copy of each such report will be filed in the Senior Instructor's office. Each FCC staff member will be availed of this information at the weekly FCC staff meeting.

5. Another copy of each such report will be sent to the Registrar's Office for the student's primary file. This is an obligation of FCC.

SUBJECT: PROCEDURES FOR FAMILY CORE CURRICULUM SCHEDULE

Office of Primary Responsibility: Registrar/Data Center/Scheduling

1. All students will be scheduled for the Family Core Curriculum. Their Core requirement course will begin the Tuesday following completion of Orientation.

   a. Core Curriculum Class will be scheduled on a rotating basis. This is accomplished by using three different Group Scheduling sequences.

Hour	Mod	Health	Parent Involvement	Home Management	Consumer Ed	Career Guidance
9-10	B	Group 2	4th Week		Group 3	Group 1
10-11	C	4th Week	Group 2	Group 3		Group 1
11-12	D	Group 1	Group 3		4th Week	Group 2
1-2	E	Group 3	Group 1	4th Week		Group 2
2-3	F			Group 1	Group 2	Group 3
3-4	G			Group 2	Group 1	Group 3
		20 Hrs.	20 Hrs.	20Hrs.	20 Hrs.	30 Hrs.

** A and H Mods may be used for Math and Communication Skills

2. Orientation and Core Curriculum

   Pretests from Math, Communications Skills, Health, Consumer Education etc., (Family Core Curriculum requirements) will be sent (2 copies) directly to the Data Center.

STUDENT WORK PLAN

6/4/74

Name _____

Rater _____

Date (Entry) _____ (Exit) _____

Comprehensive Written Test | Performance Check List | Health Practices Inventory | Other Specify: Interview Schedules

KEY FOR FILLING OUT RIGHT HAND PARENTHESES:

(V) Unit prevalidated on pretest indicated by entering a "V" in the parentheses following unit code.

( ) For Completed Units enter total hours from SPR "Time Spent . . ." in the parentheses.

( ) For Incomplete Units enter total hours for completed LAP's from SPR "Time Spent . . ." at the immediate right of the parentheses.

Instructional or Curriculum Area: 51 HEALTH EDUCATION — Family Core Curriculum	PRE	POST	PRE	POST	PRE	POST	PRE	POST	COURSE UNITS NEEDED	Est. Time / Act. Time
Objectives: Student will demonstrate knowledge about health information and first aid skills.									(2.7) .01.01 ( ) (6.3) .01.02 ( )	
Student will demonstrate knowledge and skills of famil, health maintenance.									(4.2) .02.01 ( ) (1.9) .02.02 ( ) (2.3) .02.03 ( ) (1.0) .02.04 ( )	
Student will demonstrate appropriate health maintenance practices and/or obtain needed medical care.									Individually Prescribed Remedial Program from above curriculum or specific Individually Prescribed Health Learning Experiences.	

APPENDIX C 1

Recommendations for Program Planning:

Total hours = 18.4

Total Est. Time

Total Act. Time

KEY: Score | Score / Change / Mastery Level / Possible

PRETEST Score	POST TEST Score
%	%

STUDENT PROGRESS RECORD

6/4/74

APPENDIX C 2

Name _____ Number _____

Curriculum Area HEALTH EDUCATION 51

Family Care Curriculum

Entry Date _____

Pretest Date _____

Post Test Date _____

		Time Spent in Curric. Compon.	Date Started	Date Completed	Instructor's Initials		
51	Health Education						
.01	Introduction to Health Education						
	Pretest Score Post Test Score						
.01	Health Information						
	Pretest Score Post Test Score						
.01	General Health Information						
.02	GAP: Health Information						
.02	First Aid						
	Pretest Score Post Test Score						
.01	Definition, Responsibilities and General Directions of First Aid						
.02	Recognizing and Treating Shock						
.03	GAP: Shock						
.04	Artificial Respiration						
.05	GAP: Artificial Respiration						
.06	Kinds and Treatment of Burns						
.07	Kinds and Treatment of Bleeding						
.08	GAP: Bleeding						
.09	Preventing Infection						
.10	Head Injuries						
.11	Nosebleeds						
.12	Frostbite						
.13	Poisonings by Ingestion						
.14	GAP: Poisonings by Ingestion						
.15	First Aid Supplies						
.02	Family Health						
	Pretest Score Post Test Score						
.01	Major Health Problems						
	Pretest Score Post Test Score						
.01	Introduction to Communicable Diseases						
.02	Diseases Prevented by Immunization						
.03	Strep and Staph Infection						
.04	GAP: Communicable Diseases						
.05	Venereal Disease						
.06	GAP: Venereal Disease						
.07	Heart Disease						
.08	Cancer						
.09	Diabetes						

10

STUDENT PROGRESS RECORD

Name _____ Number _____

Curriculum Area HEALTH EDUCATION 51

Family Core Curriculum

Entry Date _____

Pretest Date _____

Post Test Date _____

		Time Spent in Curric. Compon.	Date Started	Date Completed	Instructor's Initials		
.02	Home Care of the Ill						
	Pretest Score Post Test Score						
.01	Maintaining Health						
.02	Precautions When Ill						
.03	Symptoms						
.04	Special Diets						
.05	Taking a Temperature						
.03	Family Life Education						
	Pretest Score Post Test Score						
.01	Female Reproductive System						
.02	Male Reproductive System						
.03	Family Planning and Permanent Forms of Birth Control						
.04	GAP: Family Planning						
.04	Dental Hygiene						
	Pretest Score Post Test Score						
.01	Teeth and Dental Floss						

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW AFB, MONTANA 59231 · TEL: (406) 524-6221

HEALTH EDUCATION EXIT INFORMATION

FAMILY NAME: _____ DATE: _____

Members: Ages:

1.
2.
3.
4.
5.
6.
7.

I. MAJOR HEALTH PROBLEMS PRIOR TO ENTERING M-P OF EACH FAMILY MEMBER:

II. PRESENT HEALTH PROBLEMS WHICH HAVE OCCURRED OR STILL EXIST WHILE AT M-P OF EACH FAMILY MEMBER:

III. IMMUNIZATIONS PRESENTLY NEEDED FOR EACH FAMILY MEMBER:

IV. APPROXIMATE NUMBER OF VISITS TO CLINIC OF EACH FAMILY MEMBER AND APPROXIMATE NUMBER OF SICK DAYS OF EACH FAMILY MEMBER:

V. HEALTH EDUCATION COURSE:

a) Worthwhile to you?

b) Most interesting topics?

c) Least interesting topics?

d) Needed health areas not already covered?

VI. RECOMMENDATIONS FOR FURTHER HEALTH CARE: (For instructor's comments only)

NEED FOR NON-LOCAL MEDICAL CARE

_____ is in need of medical care which is unavailable in
(name of patient)

the Glasgow area. I am referring _____ to Dr. _____ in
(name) (name)

_____ at _____. In my opinion, this
(location) (time and date)

care is necessary to ensure _____ full participation in the Mountain-
(name)

Plains program and his/her future employability. I understand that Mountain-Plains, Inc., will not be responsible for payment of any medical treatment costs which are not covered by the Mountain-Plains student medical insurance plan.

Signed: _____ Date: _____
(name of physician)

Unless I notify Health Education of an extended stay, I will return to class on

_____. I understand this is the _____ of two excused as
(date)

paid time out-of-town appointments allowed me while a student in Mountain-Plains for this medical problem. I will return the clinical referral form to the Mountain-Plains Health Department upon my return to Mountain-Plains.

Signed: _____ Date: _____
(name of physician)

Health Form #1

Carbonized Copies
Original - Health Education
Copy to Student
Copy to Data Control

CLINICAL REFERRAL FORM

(To be completed by the attending out-of-town physician)

To be presented by the student to the Health Department upon return after paid excused out-of-town medical attention so that the Mountain-Plains health staff may facilitate any necessary "follow-up" medical care.

DATE: _____

NAME OF PATIENT: _____

NATURE OF PROBLEM: _____

_____

_____

SUGGESTED PLAN OF ACTION: _____

_____

_____

REFERRED BY: _____

_____

RESULTS: _____

_____

_____

_____

_____

I authorize the release of medical information to the Mountain-Plains Health staff
Student's signature: _____

Health Form #1

Carbon 14 Copies
Original - Health Education
Copy to Student
Copy to Data Control

STUDENT NUMBER _____ **STUDENT WORK PLAN**

Name _____

Rater _____

Date *(Entry)* _____ *(Exit)* _____

KEY FOR FILLING OUT RIGHT HAND PARENTHESES

(V) Unit prevalidated on pretest indicated by entering a "V" in the parentheses following unit code.

( ) For Completed Units enter total hours from SPR "Time Spent . . ." in the parentheses.

( ) For Incomplete Units enter total hours for completed LAP's from SPR "Time Spent . . ." at the immediate right of the parenthe

Instructional or Curriculum Area 61 CONSUMER EDUCATION	Comprehensive Written Test PRE	Comprehensive Written Test POST	Performance Check List PRE	Performance Check List POST	Attitude Check List PRE	Attitude Check List POST	Other Specify PRE	Other Specify POST	COURSE UNITS NEEDED	Est Time / Act. Time
Objectives. Identify the principles and behaviors of sound money management.	10 8 10	10 8 10							(3) 01.01 ( )	
Identify the principles and behaviors of sound consumer decision making.	55 44 55	55 44 55							(3) 01.02 ( ) (3) 01.03 ( ) (2) 01.04 ( ) (4) 01.05 ( )	
Identify the principles and behaviors of obtaining appropriate insurance protection.	20 18 20	20 18 20							(4) 01.06 ( )	
TOTALS	85	85								

15

JOB TITLE HOURS 19

ADJUSTED JTH _____

ADJUSTED SUPPORT HOURS _____

TOTAL ADJUSTED HOURS _____

Total Est. Time

Total Act. Time

FOR PLANNER USE

KEY

Actual Score / Possible Test Score
Score Necessary to Pre-validate / Possible Test Score

PRETEST	POST TEST
% Change	% Change

FOR DATA MONITOR USE

APPENDIX D 1

STUDENT PROGRESS RECORD

APPENDIX D 2

10/21/74

Name _____ Number _____

Curriculum Area 61 CONSUMER EDUCATION
FAMILY CORE CURRICULUM

Entry Date _____

Pretest Date _____

Post Test Date _____

		Time Spent in Curric. Compon.	Date Started	Date Completed	Instructor's Initials		
.01	Consumer Education						
	Pretest Score Post Test Score						
.01	Managing Your Money						
	Pretest Post Test Perf. Test						
.01	Principles of Money Management						
.02	GAP: Budgeting Your Money						
.03	Banking Services						
.02	A Place to Live						
	Pretest Post Test Perf. Test						
.01	The Right House For You						
.02	The Renting Option						
.03	A Home of Your Own						
.03	Car Buying						
	Pretest Post Test Perf. Test						
.01	Special Considerations of Car Buying						
.02	Used Car Buying						
.03	New Car Buying						
.04	Shopping With Credit						
	Pretest Post Test Perf. Test						
.01	Understanding Credit						
.02	The Credit System In Review						
.05	Consumer Awareness						
	Pretest Post Test Perf. Test						
.01	Consumer Fraud and Deception						
.02	Label Reading and Unit Pricing						
.03	Food Buying Techniques						
.06	Insurances						
	Pretest Post Test Perf. Test						
.01	Buying Health Insurance						
.02	Buying Life Insurance						
.03	Buying Car Insurance						
.04	Buying Homeowners Insurance						
	16						

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW AFB, MONTANA 59231 · TEL: (406) 524-6221

CONSUMER EDUCATION PROGRAM

PROJECTED FAMILY FINANCES

NAME _____

PROPOSED RELOCATION _____

FIRST MONTH'S FINANCES

RENT	_____	SAVINGS	_____
FOOD	_____	COMPLETION AWARD	_____
TRANSPORTATION	_____	SICK TIME ACCUMULATED	_____
INSTALLMENT PAYMENTS	_____	MOUNTAIN-PLAINS FINAL SALARY PAYMENT	_____
INSURANCE	_____	OTHER	_____
UTILITIES	_____		
OTHER	_____		
TOTAL PAYMENTS	$ _____	TOTAL ASSETS	$ _____

LIKELY STARTING SALARY IN AREA OF RELOCATION: HOH $ _____

SPOUSE $ _____

TOTAL INCOME PER MO. $ _____

NUMBER OF WEEKS AFTER DEPARTURE FROM MOUNTAIN-PLAINS WHEN FIRST PAYCHECK CAN BE EXPECTED _____

_____

FINANCIAL COUNSELOR

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW, MONTANA 59231 · TEL: (406) 524-6221

LOAN REQUEST FORM

Name _____ Student Family No. _____

Address _____

Loan Agreement for: _____

_____

_____

Prior Mountain-Plains Loans _____

Prior Loans Balance _____

Other _____

DATA CENTER:

Entry Date in Program _____ Time Remaining in Program _____

Attendance Status: Days Absent: _____

Program Progress:

On Target ☐ Ahead of Target ☐ Behind Target ☐

Verification:

Leave Approval _____

_____

_____

Period Covered _____

_____

_____

Data Center Approval _____ Date _____

Approved: _____ Not Approved: _____
(Financial Advisor) *(Financial Advisor)*

I acknowledge that I must pay back, in weekly installments of not less than $5.00, the actual amount spent, beginning the first full pay period (date) _____. Should I not pay as scheduled, I authorize deduction each week. Upon exit from M-P, I authorize any unpaid balance to be deducted from my incentive payment.

Student Signature _____ Date _____

Amount $ _____ Check No. _____ Date _____

Received _____
(Student's Signature)

STUDENT NUMBER _____

STUDENT WORK PLAN

Name _____

Rater _____

Date (Entry) _____ (Exit) _____

KEY FOR FILLING OUT RIGHT HAND PARENTHESES

(V) Unit prevalidated on pretest indicated by entering a (V) in the parentheses following unit code.

( ) For Completed Units enter total hours from SPR "Time Spent . . ." in the parentheses.

( ) For Incomplete Units enter total hours for completed LAP's from from SPR "Time Spent . . ." at the immediate right of the parentheses

Instructional or Curriculum Area: 63 HOME MANAGEMENT	Comprehensive Written Test PRE	Comprehensive Written Test POST	Performance Check List PRE	Performance Check List POST	Attitude Check List PRE	Attitude Check List POST	Other: Specify PRE	Other: Specify POST	COURSE UNITS NEEDED	Est. Time / Act. Time
Objectives										
Identify practices which show appropriate utilization of nutritional resources.	35	35							(5) 01.01 ( )	
	28 / 35	28 / 35							(4) 01.02 ( )	
Identify practices which show appropriate utilization of personal and professional grooming and clothing techniques.	30	30							(3) 01.03 ( )	
	24 / 30	24 / 30							(3) 01.04 ( )	
Identify practices which show appropriate utilization of such home resources as living space, living time, and living conditions.	15	15							(3) 01.05 ( )	
	12 / 15	12 / 15								
TOTALS	80	80								

19

KEY: Actual Score / Possible Test Score

Score Necessary to Prevalidate / Possible Test Score

PRETEST	POST TEST
% Change	% Change

FOR DATA MONITOR USE

JOB TITLE HOURS 18

ADJUSTED JTH _____

ADJUSTED SUPPORT HOURS _____

TOTAL ADJUSTED HOURS _____

Total Est. Time

Total Act. Time

FOR PLANNER USE

APPENDIX E 1

STUDENT PROGRESS RECORD APPENDIX E 2

10/21/74

Name _____ Number _____

Curriculum Area 63 HOME MANAGEMENT

FAMILY CORE CURRICULUM

Entry Date _____

Pretest Date _____

Post Test Date _____

		Time Spent in Curric. Compon.	Date Started	Date Completed	Instructor's Initials		
.01	Home Management						
	Pretest Score Post Test Score						
.01	Understanding Nutrition						
	Pretest Post Test Perf. Test						
.01	You Are What You Eat						
.02	Feeding Your Body						
.03	Vitamins and Minerals						
.04	The Carbohydrate Conspiracy						
.02	Nutrition and Your Health						
	Pretest Post Test Perf. Test						
.01	Breaking the Cycle of Malnutrition						
.02	Vitamin and Mineral Deficiencies						
.03	Diet and Disease						
.03	Grooming and Impressions						
	Pretest Post Test Perf. Test						
.01	As Others See You						
.02	Personal Grooming						
.03	Interviewing For A Job						
.04	Clothing and Dress						
	Pretest Post Test Perf. Test						
.01	Establishing Your Style of Dress						
.02	Making the Most of Your Wardrobe						
.03	The Principles of Dress						
.05	Home Care and Utilization						
	Pretest Post Test Perf. Test						
.01	Creating Your Own Environment						
.02	Organizing Your Home Life						
.03	Cleanup and Maintenance						

20

HOME CARE and CLEANLINESS PROBLEMS

A Procedure

The following proposal deals with the formulation of an appropriate procedure for handling student problems concerning home care and cleanliness.

1. Area Referrals

   Any Instructor or concerned Staff Member wishing to refer a student for instructional consultation in home care and cleanliness should do so by sending an appropriately designated D. E. T. to the Registrar's Office.

   Any such D. E. T. should state specifically the particulars of the home situation which prompted its writing.

   Whenever possible, the Instructor or concerned Staff Member should discuss the substance of any such D. E. T. as well as his concern in this matter with the student prior to making the referral.

2. Student Advisors

   Upon receipt of such a D. E. T. through the Registrar's Office, the Student Advisor shall set up a meeting with the student, himself and the Home Management Instructor in attendance.

   It will be the purpose of this meeting to discuss with the student:

   a. the particulars of the D. E. T.
   b. the terms of the student's rental contract
   c. the particulars of what will be expected of the student
   d. the time and day for an initial inspection visit by the Home Management Instructor

The Student Advisor would serve as the inter-area communication and coordination focal point concerning such problems, and he would also serve as the primary initiator and mediator of any course of disciplinary action necessitated by a particular situation.

3. Home Management

The Home Management Instructor would make an initial home inspection visit approximately three days after meeting with the student and his Student Advisor. The purpose of this visit would be to determine the most appropriate direction to take in any further proceedings. The Instructor would relay the substance of these determinations back to the Student Advisor via the FCC Information Sharing Report System.

The Home Management Instructor would provide the student with home care and cleanliness recommendations, instructional counseling and follow up visits when this course of action is deemed appropriate.

RESULTS

1. Positive Results

Results will be determined positive if the standards set forth by the Home Management Instructor during her home visits and instructional consultations are being met.

2. Negative Results

Results will be determined negative if after a reasonable duration of time the standards set forth by the Home Management Instructor during her home visits and instructional consultations are not being met.

Negative results may precipitate a Team Conference and persistent negative results may precipitate eviction of the student family from Mountain-Plains housing.

Ron Wall/cak

WEIGHT CONTROL PROGRAM
PROCEDURE

INCOMING STUDENT PROCEDURE

1. State Offices

   Applicant with a weight problem is identified by the State Representative and confronted with the factof this problem. Note: the criterion of a weight problem is a carrying weight which in the judgement of the State Representative would constitute a career selection and employability handicap -- usually noted as 30% or more overweight for a particular height and frame.

   The weight problem is explained to the applicant by the State Representative in terms of the difficulties it presents regarding career selection and placement.

   Applicant is told that Mountain-Plains offers a weight control program and that a reasonable version of his or her student plan may well include this program.

2. Counseling -- Pre-intake Interview

   Student is confronted with the fact of his or her weight problem.

   Counselor attempts to ferret out the student's personal assessment, attitudes and motivations concerning this problem.

   Counseling sends student's psychological profile concerning this problem to Family Core Curriculum and Career Guidance.

3. Career Guidance

   Guidance counselor helps student to align his or her weight problem with an appropriate career choice.

   Guidance counselor explains to student that the selection of certain careers would mean for him or her the practical necessity of losing weight and most probably enrollment in the weight control program.

Guidance counselor would notify the Student Advisor via a speed memo attached to LAP 17, file code no. 46.02.03.01 A2-0 of any student who has made a career selection requiring weight loss and who has agreed to enroll in the weight control program.

4. Student Advisor

Student Advisor would notify the Home Management Instructor via a speed memo of any student who has so agreed to enroll in the weight control program.

Student Advisor would serve as the inter-area communication and coordination focal point concerning this program.

5. Home Management

Upon notification from the Student Advisor, the Home Management Instructor will schedule the student into an initial interview via an add slip.

During initial interview, the Home Management Instructor will explain the weight control program to the student and also require the student to go to the clinic for a physical examination. The physical examination is the same one presently used for Aerobics and will cost students one dollar. The results of this examination will be written up by the physician and carried back to the Home Management Instructor to be entered into the student's file.

The Home Management Instructor will then schedule the student into successive meetings as is deemed appropriate to work out the successful planning and operation of an individualized weight control program, setting individual goals for weight loss.

It will be the task of Home Management to document progress, bring into play other areas, keep other areas informed, and generally regulate each student's weight control program. If a diet is prescribed, Home Management will assist the student in interpreting and setting up the diet.

5. Counseling

Counseling may offer special weight counseling group sessions which students may enter at their own request or at the urging of involved staff members.

Individual counselors may also want to work with particular students on an individual basis with regard to the psychological aspects of weight control.

6. Recreation

Recreation may offer special sessions in exercise and aerobics. Students could be scheduled into such sessions either at their own request or at the discretion of involved staff members.

RESULTS

1. Positive Results

Individual results will be determined positive if individual goals are being met.

Periodically individual results of progress or the lack of progress will be shared with concerned areas.

2. Negative Results

Individual results will be determined negative if individual goals are not being met.

When individual results have been determined negative, a case conference will be held to impress upon the student the necessity for his or her continued good will, effort and show of progress concerning the weight control program in light of his or her total effort towards a specific career objective.

3. Persistent Negative Results

Individual results will be determined persistently negative if after a case conference and an adequate period for reappraisal, the individual goals are still not being achieved.

When individual results have been determined persistently negative, all concerned areas will be informed and a team conference may be called.

ATTENDING STUDENT PROCEDURE

1. Area Referrals

Any Instructor wishing to refer a student for the weight control program should do so by sending an appropriately designated D. E. T. to the Registrar's Office. The Area Instructor should discuss the substance of any such D. E. T. and his concern in this matter with the student prior to making the referral.

All such D. E. T.'s would be managed by the Registrar or Student Advisors according to regular D. E. T. procedures.

Ron Wall/cak

STUDENT WORK PLAN

7/10/74 Page 1 of 1 pages

Name _____

Rater _____

Date (Entry) (Exit)

KEY FOR FILLING OUT RIGHT HAND PARENTHESES
(V) Unit prevalidated on pretest indicated by entering a "V" in the parentheses following unit code.
( ) For Completed Units enter total hours from SPR "Time Spent . . ." in the parentheses.
( ) For Incomplete Units enter total hours for completed LAP's from SPR "Time Spent . . ." at the immediate right of the parentheses.

Instructional or Curriculum Area 66. PARENT INVOLVEMENT	Comprehensive Written Test PRE	Comprehensive Written Test POST	Performance Check List PRE	Performance Check List POST	Attitude Check List PRE	Attitude Check List POST	Other Specify PRE	Other Specify POST	COURSE UNITS NEEDED	Est. Time / Act. Time
Objectives: Identify factors that influence the development of self-image and self-control and ways adults may guide this development.	16	20							(3) 01.01 ( ) (1) 01.02 ( )	
Identify the developmental characteristics of the baby, ways of caring for the baby, and ways of helping the baby develop to his fullest potential.	32	40							(2.5) 02.01 ( ) (2) 02.02 ( ) (3.5) 02.03 ( )	
Identify ways of identifying and guiding problem behavior and ways of helping the preschool child reach his fullest potential, according to his developmental level.	40	50							(3) 03.01 ( ) (4) 03.02 ( ) (1) 03.03 ( )	
Identify the developmental characteristics of the child ages 6 to 13 and ways adults may guide children in this development.	36	45							(4.5) 04.01 ( ) (4.5) 04.02 ( )	
Identify the developmental characteristics and tasks of the adolescent and ways the adult may guide this development.	16	20							(3) 05.01 ( ) (3) 05.02 ( )	

APPENDIX F

Recommendations for Program Planning:

Students required to take Course 1 then select 2 only of the remaining 4 Courses.

Total Hours = 35

Total Est. Time / Total Act. Time

37

KEY

Score	Score / Change
Mastery Level Possible	

PRETEST Score	POST TEST Score
%	%

38

STUDENT PROGRESS RECORD

APPENDIX F 2

12/2/74

Name _____ Number _____

C m Area 66 PARENT INVOLVEMENT

Entry Date _____

Pretest Date _____

Post Test Date _____

		Time Spent in Curric. Compon.	Date Started	Date Completed	Instructor's Initials		
66	Parent Involvement						
.01	Interaction With Children						
	Pretest Score Post Test Score						
.01	Self-Image						
	Pretest Score Post Test Score						
.01	The Development of Self-Image						
.02	How Adults Can Help						
.03	GAP: Adult Expectations and Self-Image						
.04	GAP: Communication with Children						
.02	Self-Control						
	Pretest Score Post Test Score						
.01	Discipline: Self Control						
.02	GAP: Applying Self Control Training Techniques						
.02	Infant and Toddler						
	Pretest Score Post Test Score						
.01	Growth and Development						
	Pretest Score Post Test Score						
.01	Infant Growth and Development						
.02	Toddler Growth and Development						
.02	Care of the Infant and Toddler						
	Pretest Score Post Test Score						
.01	Physical Care of the Baby						
.02	Feeding of the Baby						
.03	Clothing of the Baby						
.03	Developing the Baby's Potential						
	Pretest Score Post Test Score						
.01	Learning in the Home						
.02	Learning During First Ten Months						
.03	Learning During Ten to Eighteen Months						
.04	GAP: Learning Activity Demonstration						

STUDENT PROGRESS RECORD

12/2/74

Name _____ Number _____

Curriculum Area 66 PARENT INVOLVEMENT

Entry Date _____

Pretest Date _____

Post Test Date _____

		Time Spent in Curric. Compon.	Date Started	Date Completed	Instructor's Initials		
66	Parent Involvement						
.03	Pre-School Child						
	Pretest Score Post Test Score						
.01	Child Growth and Development						
	Pretest Score Post Test Score						
.01	Developmental Patterns						
.02	GAP: Developmental Behavior						
.03	Forces Affecting Development						
.02	The Child's Potential						
	Pretest Score Post Test Score						
.01	Ways Children Learn						
.02	GAP: Ways Children Learn						
.03	Value of Play						
.04	Developing Speech Habits						
.05	Encouraging Creativity						
.06	GAP: Encouraging Creativity						
.07	Learning to Get Along With Others						
.08	Preparing Your Child For School						
.03	Handling Behavior						
	Pretest Score Post Test Score						
.01	Common Behavior Problems						
.02	GAP: Guiding the Child's Behavior						
.04	Middle-Age Child						
	Pretest Score Post Test Score						
.01	Middle Childhood						
	Pretest Score Post Test Score						
.01	Physical Characteristics						
.02	Social-Emotional Characteristics						
.03	Feelings of Security and Adequacy						
.04	Understanding Self and Others						
.05	Self-Discipline						
.06	GAP: Group Discussion						

STUDENT PROGRESS RECORD

12/2/74

Name _____ Number _____

Curriculum Area 66 PARENT INVOLVEMENT

Entry Date _____

Pretest Date _____

Post Test Date _____

		Time Spent in Curric. Compon.	Date Started	Date Completed	Instructor's Initials		
.02	Later Childhood						
	Pretest Score Post Test Score						
.01	Physical Characteristics						
.02	Mental Characteristics						
.03	Social-Emotional Characteristics						
.04	GAP: Growth and Development Discussion						
.05	Developmental Characteristics in Later Childhood						
.06	GAP: Group Discussion						
.05	Adolescence						
	Pretest Score Post Test Score						
.01	Growth and Development						
	Pretest Score Post Test Score						
.01	Physical Characteristics						
.02	Mental Characteristics						
.03	Social-Emotional Characteristics						
.02	Developmental Tasks and Adult Guidance						
	Pretest Score Post Test Score						
.01	Completing Growth From Childhood to Adulthood						
.02	GAP: Completing Growth From Childhood to Adulthood Discussion						

AAAAABBBBBBBE
BBBBBBCCCCCCCC
CCCCCCDDDDDDDL
EEEEEEEFFFFFFFF
GGGGGGGGHHHHHHI
JJJJJJJKKKKKKKK
LMMMMMMMMMM

EDUCATION SERVICES DIVISION

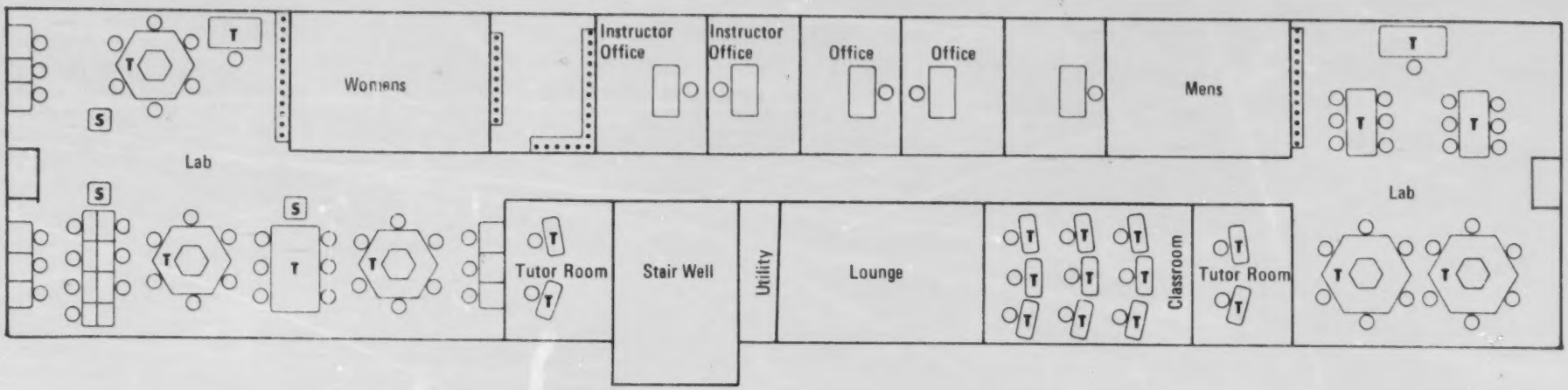
AAAAABBBBBBBE
BBBBBBCCCCCCCC
CCCCCCDDDDDDDL
EEEEEEEFFFFFFFF
GGGGGGGGHHHHHHI
JJJJJJJKKKKKKKK
LMMMMMMMMMM

COMMUNICATION SKILLS COMPONENT

AAAAABBBBBBBE
BBBBBBCCCCCCCC
CCCCCCDDDDDDDL
EEEEEEEFFFFFFFF
GGGGGGGGHHHHHHI
JJJJJJJKKKKKKKK
LMMMMMMMMMM

AAAAABBBBBBBE
BBBBBBCCCCCCCC
CCCCCCDDDDDDDL
EEEEEEEFFFFFFFF
GGGGGGGGHHHHHHI
JJJJJJJKKKKKKKK
LMMMMMMMMMM

COMMUNICATION SKILLS
Building 814 – 2nd Floor



T Study Tables

Learning Carrels

S Storage Bins

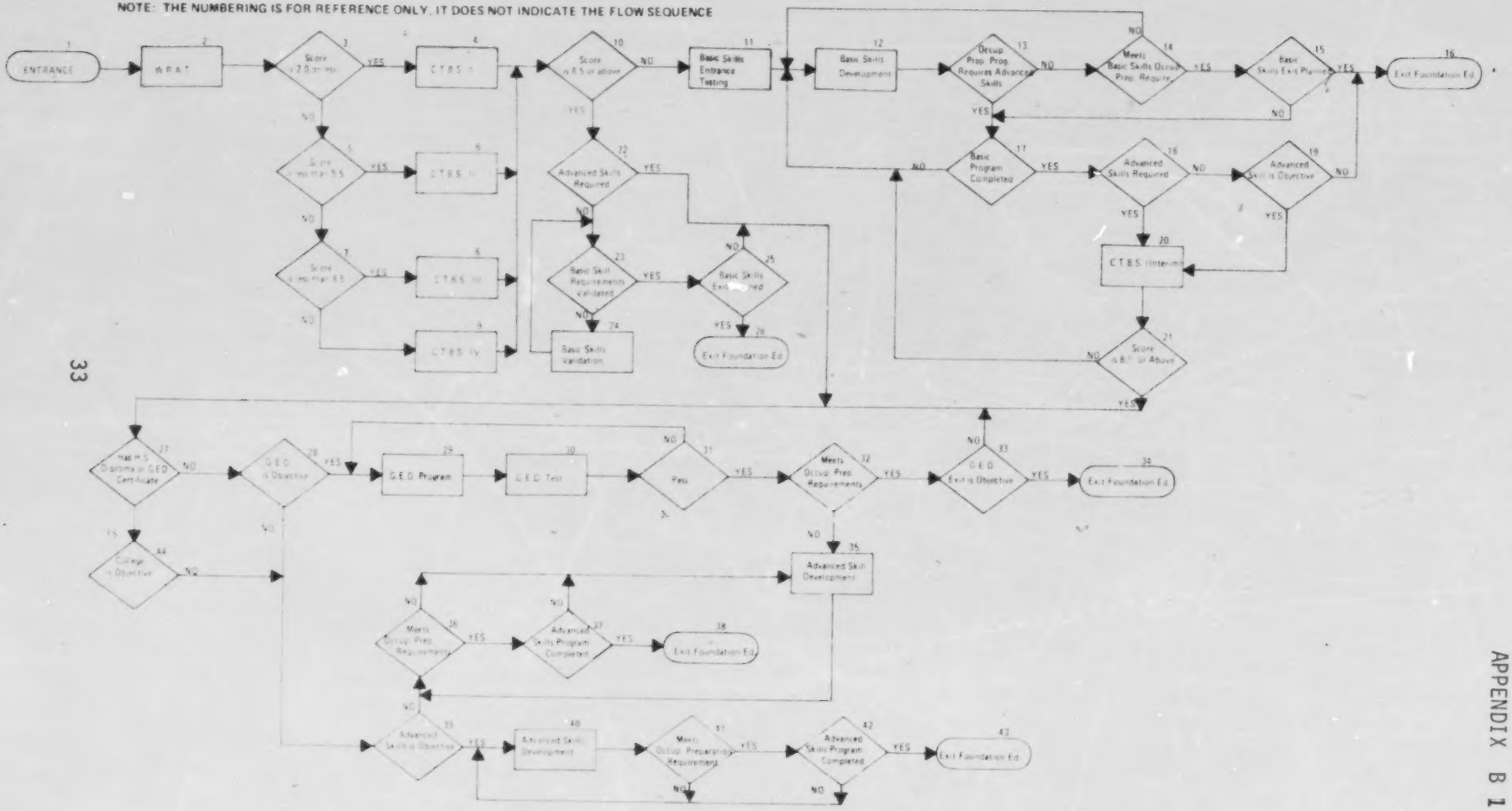
Chair

Shelving

Desk

INDIVIDUALIZED LEARNING SYSTEM FOR FOUNDATION EDUCATION

NOTE: THE NUMBERING IS FOR REFERENCE ONLY. IT DOES NOT INDICATE THE FLOW SEQUENCE


1 ENTRANCE
2 W.R.A.T.
3 Score ≥ 7.0 Grade Level
4 C.T.B.S. I
5 Score ≥ 5.5 but < 7.0
6 C.T.B.S. II
7 Score ≥ 4.5 but < 5.5
8 C.T.B.S. III
9 C.T.B.S. IV
10 Score ≥ 8.5 or above
11 Basic Skills Entrance Testing
12 Basic Skills Development
13 Occup. Prep. Prog. Requires Advanced Skills
14 Meets Basic Skills Occup. Prep. Require.
15 Basic Skills Exit Planned
16 Exit Foundation Ed.
17 Basic Program Completed
18 Advanced Skills Required
19 Advanced Skills Objective
20 C.T.B.S. (Interim)
21 Score ≥ 8.5 or Above
22 Advanced Skills Required
23 Basic Skill Requirements Validated
24 Basic Skills Validation
25 Basic Skills Exit Planned
26 Exit Foundation Ed.
27 Has H.S. Diploma or GED Certificate
28 G.E.D. Objective
29 G.E.D. Program
30 G.E.D. Test
31 Pass
32 Meets Occup. Prep. Requirements
33 G.E.D. Exit is Objective
34 Exit Foundation Ed.
35 Advanced Skill Development
36 Meets Occup. Prep. Requirements
37 Advanced Skills Program Completed
38 Exit Foundation Ed.
39 Advanced Skills Objective
40 Advanced Skills Development
41 Meets Occup. Preparatory Requirements
42 Advanced Skills Program Completed
43 Exit Foundation Ed.

Level E is the introductory level of language study. The student is introduced to certain basic concepts which will enable the student to negotiate the following levels that might be necessary to the student for either occupational preparation or GED.

Unit Titles:

1. Root words
2. Compound Words
3. Reading Compound Words
4. Nouns
5. Alphabet Placement

Level F

Level F begins to introduce the concepts of a more difficult nature concerning the language patterns. The student begins to practice integration of opposing concepts in reading comprehension. This concept is supported by the other units in this level forcing the student into a subtle rationale underlying basic psycho verbal concepts.

Unit Titles:

1. Plural Words
2. Synonym, Antonyms, Homonyms
3. Basic Reading Structures
4. Complete Sentences
5. Alphabetizing

Level G begins to explore the concept of interpretive reading comprehension which is a prerequisite for evaluative reading comprehension, the most sophisticated ofrm of reading comprehension. All of the other units in this level are supportive to reading comprehension.

Unit Titles:

1. Suffixes
2. Word Meanings

3. Main Idea and REcall
4. End Punctuation
5. Dictionary Usage

Level H is a continuation and further explanation of units already completed.

Unit Titles

1. Prefixes and Suffixes
2. Root Words
3. Who, What, Where, and Why
4. Part of Books
5. Capitalization

Level I is designed to give the student practical application of reading skills learned in previous levels. Also, the student is introduced to technical reading of a nature similar to that which he might expect in his occupational area. All other units in the level are supportive to reading comprehension.

Unit Titles

1. Apostrophe
2. Syllabication and Context Clues
3. Preparation for Techinical REading
4. Subject Verb agreement
5. The Encyclopedia

Level J contains those units of study which complete the basic portion of language usage.

Unit Titles:

1. Syllabication
2. Noun Plurals as Guide Words
3. Directional Reading

4. Placing Words

5. Dewey Decimal System

Level K is the introductory Level of the advanced communication skills curriculum. The student is introduced to more advanced concepts in the courses necessary for master of the student's chosen occupation and/or the GED test.

Unit Titles:

1. Possessives and contraction and Plural nouns
2. Noun Plurals
3. Prefixes and Suffixes
4. Capitalization
5. The Eight Parts of Speech

Level L is the secon level of the Advanced Communicaiton Skills curriculum. In Level L the student advances one more stage in the mastery of each of the courses necessary to the student's occupational area and/ or GED test. Mastery of level L is roughly equivalent to a grade level of 10.5.

Unit Titles

1. Prefixes and Suffixes
2. Context Clues
3. Terminal Punctuation and Quotation Marks
4. Modifiers
5. Comparatives

Level M is the third level of the advanced Communicaiton Skills curriculum. In this level the student advances one more stage in the mastery of eace of the courses necessary to his/her occupational area and/ or the GED test. Mastery of Level M is roughly equivalent ot a grade level of 11.5.

Unit Titles:

1. Blends
2. Integrating Sentences
3. Comma Usage
4. Objects
5. Pronouns and Prepositions

Level N is the fourth level of the advanced Communication Skills curriculum. In this level the student advances one more stage in the mastery of the courses necessary to his/her occupational area and/or the GED test. Mastery of Level N is roughly equivalent to a grade level of 12.5.

Unit Titles:

1. Spelling Demons
2. Facts, Opinions, Issues, Inferences
3. Semicolons, Dashes, and Colons
4. Sentence Structure
5. Exact Sentence Writing

Level O is the final level of the advanced Communication Skills curriculum. Level O is roughly equivalent to a grade level of 13.5.

Unit Titles:

1. Commonly Misspelled Words
2. Formal Vocabulary
3. Troublesome Punctuation
4. Rules of Manuscript
5. Paragraphs into Compostitons

STUDENT NUMBER _____

STUDENT WORK PLAN

10/29/74 Page 1 of 1 Pages

Name _____

Rater _____

Date (Entry) _____ (Exit) _____

Instructional or Curriculum Area	Comprehensive Written Test CTBS Reading		Performance Check List CTBS Language		Attitude Check List CTBS Study Skills		Other Specify CTBS Math	
COMMUNICATION SKILLS (Basic)	PRE	POST	PRE	POST	PRE	POST	PRE	POST
Objectives:								
The student will be asked to read at a level necessary to support indicated functional job skills.								
The student will develop language ability at a level necessary to support indicated functional job skills.								
The student will use reference skills necessary to support indicated functional job skills.								
38								
TOTALS								

KEY FOR FILLING OUT RIGHT HAND PARENTHESES:

(V) Unit prevalidated on pretest indicated by entering a "V" in the parentheses following unit code

( ) For Completed Units enter total hours from SPR "Time Spent . . ." in the parentheses

( ) For Incomplete Units enter total hours for completed LAP's from from SPR "Time Spent . . ." at the immediate right of the parenthese

COURSE UNITS NEEDED					Est. Time / Act. Time
E	(2)	03.02 ( )	(2)	03.03 ( )	
F	(6)	04.02 ( )	(6)	04.03 ( )	
G	(2)	05.02 ( )	(6)	05.03 ( )	
H	(2)	06.02 ( )	(7)	06.03 ( )	
I	(5)	07.02 ( )	(6)	07.03 ( )	
J	(2)	08.02 ( )	(6)	08.03 ( )	
E	(2)	03.01 ( )	(2)	03.04 ( )	
F	(2)	04.01 ( )	(3)	04.04 ( )	
G	(2)	05.01 ( )	(3)	05.04 ( )	
H	(6)	06.01 ( )	(3)	06.04 ( )	
I	(4)	07.01 ( )	(4)	07.04 ( )	
J	(2)	08.01 ( )	(6)	08.04 ( )	
E	(2)	03.05 ( )			
F	(2)	04.05 ( )			
G	(2)	05.05 ( )			
H	(2)	06.05 ( )			
I	(2)	07.05 ( )			
J	(2)	08.05 ( )			

		Total Est. Time
JOB TITLE HOURS	103	
ADJUSTED JTH		
ADJUSTED SUPPORT HOURS		
TOTAL ADJUSTED HOURS		Total Act. Time

FOR PLANNER USE

Actual Score / Possible Test Score
Score Necessary to Prevalidate / Possible Test Score

51

PRETEST	POST TEST
% Change	% Change

FOR DATA MONITOR USE

52

APPENDIX B 3

STUDENT NUMBER _____ STUDENT WORK PLAN

Name _____

Rater _____

Date *(Entry)* _____ *(Exit)* _____

Instructional or Curriculum Area COMMUNICATION SKILLS (Advanced)	Comprehensive Written Test CTBS Reading PRE	 POST	Performance Check List CTBS Language PRE	 POST	Attitude Check List CTBS Study Skills PRE	 POST	Other Specify Cowles Regnery PRE	 POST	CTBS Math COURSE UNITS NEEDED	Est. Time / Act. Time
Objectives: The student will develop language ability at a level necessary to support indicated functional job skills.									K (3) 09.01 ( ) (2) 09.02 ( ) (2) 09.03 ( ) (2) 09.04 ( ) (2) 09.05 ( ) L (2) 10.01 ( ) (2) 10.02 ( ) (2) 10.03 ( ) (2) 10.04 ( ) (2) 10.05 ( ) M (1) 11.01 ( ) (2) 11.02 ( ) (2) 11.03 ( ) (1) 11.04 ( ) (2) 11.05 ( ) N (2) 12.01 ( ) (2) 12.02 ( ) (1) 12.03 ( ) (1) 12.04 ( ) (1) 12.05 ( ) O (3) 13.01 ( ) (3) 13.02 ( ) (3) 13.03 ( ) (3) 13.04 ( ) (4) 13.05 ( )	
The student will develop skills in Natural Science necessary to successfully negotiate GED test.									K (15) 09.08 ( ) L (15) 10.08 ( ) M (15) 11.08 ( ) N (15) 12.08 ( )	
The student will develop skills in Social Studies necessary to negotiate GED test.									K (7) 09.07 ( ) L (7) 10.07 ( ) M (7) 11.07 ( ) N (7) 12.07 ( )	
The student will develop skills in Literature necessary to negotiate the GED test.									K (5) 09.06 ( ) L (5) 10.06 ( ) M (5) 11.06 ( ) N (5) 12.06 ( )	
TOTALS									JOB TITLE HOURS 160 ADJUSTED JTH _____ ADJUSTED SUPPORT HOURS _____ TOTAL ADJUSTED HOURS _____	Total Est. Time / Total Act. Time

39

Actual Score / Possible Test Score

Score Necessary to Pre-validate / Possible Test Score

PRETEST % Change

POST TEST % Change

FOR DATA MONITOR USE

FOR PLANNER USE

Mountain-Plains Education & Economic Development Program, Inc.

KEY:

Level Number

Unit Number		
Time	Lap No.	Score

Course Number

STUDENT PROGRESS RECORD
Basic Communication Skills
Curriculum Area 15

NUMBER
NAME

	03		04		05		06		07		08	
	Time	E Score	Time	F Score	Time	G Score	Time	H Score	Time	I Score	Time	J Score
Date:												
Pretest Score:												
Time in Course:												
15 Structural Analysis	Unit 01		Unit 01		Unit 01		Unit 01		Unit 01		Unit 01	
	01		01		01		01		01		01	
							02		02			
							03					
15 Vocabulary Development	Unit 02		Unit 02		Unit 02		Unit 02		Unit 02		Unit 02	
	01		01		01		01		01		01	
			02						02			
			03						03			
15 Reading Comprehension	Unit 03		Unit 03		Unit 03		Unit 03		Unit 03		Unit 03	
	01		01		01		01		01		01	
			02		02		02		02		02	
			03		03		03		03		03	
			04				04					
15 Structural Patterns	Unit 04		Unit 04		Unit 04		Unit 04		Unit 04		Unit 04	
	01		01		01		01		01		01	
											02	
											03	
15 Reference Skills	Unit 05		Unit 05		Unit 05		Unit 05		Unit 05		Unit 05	
	01		01		01		01		01		01	
Post Test 1												
Date 1												
Post Test 2												
Date 2												

Time In Unit

E	F	G	H	I	J
01	01	01	01	01	01
02	02	02	02	02	02
03	03	03	03	03	03
04	04	04	04	04	04
05	05	05	05	05	05

TIME IN COURSE

KEY:

Student Recorded Hours / Student Progress Hours						

STUDENT PROGRESS RECORD
Advanced Communications Skills
Curriculum Area 15

NUMBER
NAME

KEY:
Level Number
Course Number
Unit Number
Time | Lap No. | CET Score

Date:
Pretest Score:
Time in Course:

	09 K	10 L	11 M	12 N	13 O
	Time Score	Time Score	Time Score	Time Score	Time Score
15 Spelling Patterns	Unit 01 01 02 03	Unit 01 01	Unit 01 01	Unit 01 01 02	Unit 01 01
15 Vocabulary Development	Unit 02 01 02	Unit 02 01 02	Unit 02 01 02	Unit 02 01 02	Unit 02 01
15 Mechanics	Unit 03 01	Unit 03 01 02	Unit 03 01 02	Unit 03 01	Unit 03 01
15 Grammar	Unit 04 01 02 03	Unit 04 01 02	Unit 04 01	Unit 04 01	Unit 04 01
15 Usage	Unit 05 01 02	Unit 05 01	Unit 05 01 02	Unit 05 01	Unit 05 01 02
15 Literary Patterns	Unit 06	Unit 06	Unit 06	Unit 06	Cowles Entry Score / Cowles Exit Score
15 Social Studies	Unit 07	Unit 07	Unit 07	Unit 07	Cowles Entry Score / Cowles Exit Score
15 Science	Unit 08	Unit 08	Unit 08	Unit 08	Cowles Entry Score / Cowles Exit Score
Post Test 1					
Date 1					
Post Test 2					
Date 2					
Student Recorded Hours / Student Progress Hours					

Time In Unit

K	L	M	N	O
01	01	01	01	01
02	02	02	02	02
03	03	03	03	03
04	04	04	04	04
05	05	05	05	05
06	06	06	06	06
07	07	07	07	07
08	08	08	08	08

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 • GLASGOW, MONTANA 59231 • TEL: (406) 524-6221

OCCUPATION ENTRY/EXIT LEVELS

OFFICE EDUCATION

	Communication Skills	Math Skills
Clerk	H / J	E / F
Clerk- Typist	K / O	E / F
Clerk-Stenographer	K / O	E / F
Accounting Clerk	K / M	F / G
Bookkeeper	K / O	F / G
Keypunch Operator	K / M	E / F

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 • GLASGOW, MONTANA 59231 • TEL: (406) 524-6221

LODGING

	Communication Skills	Math Skills
Maid	F / H	E
Housekeeper	G / J	E
Desk Clerk	G / J	F
Assistant Manager	G / M	F

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 • GLASGOW, MONTANA 59231 • TEL: (406) 624-6221

MARKETING & DISTRIBUTION

	Communication Skills	Math Skills	
Shipping & Receiving Clerk	E / G	F	
Stock Clerk	E / G	F	
Checker-Cashier	G / J	F	
General Salesperson	G / J	F	
Professional Salesperson	J / O	F	
Mid-Management Trainee	J / O	F	

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW, MONTANA 59231 · TEL: (406) 624-6221

'MOBILITY & TRANSPORTATION

	Communication Skills	Math Skills	
General Mechanic	H / J	G	
Transmission Mechanic	H / J	F	
Transmission/Engine Repair	H / J	F	
Engine Rebuilder	H / J	G	
Brake/Front End Mechanic	H / J	F	
Auto Air Cond./Tune-Up Mechanic	H / J	G	
Engine Repair/Tune-Up	H / J	F	
Light Duty Mechanic	F / G	E	
Small Engine Mechanic	F / H	F	

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 • GLASGOW, MONTANA 59231 • TEL: (406) 624-6221

FOOD SERVICES

	Communication Skills	Math Skills	
Restaurant Institutional Cook	F / H	E	
Kitchen Supervisor	F / J	E	
Second Baker	G / H	E	
Chef Trainee	H / J	E	
Restaurant Manager Trainee	H / J	F	
Bakery Manager Trainee	H / J	F	

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 • GLASGOW, MONTANA 59231 • TEL: (406) 624-6221

BUILDING TRADES AND SERVICES

	Communication Skills	Math Skills	
Appliance Servicing	H / J	H	
Radio and TV Repair	H / J	J	
Electric Motor Repair	H / J	H	
Electric Wiring	H / J	J	
Electronic Assembler	H / J	J	
Drafting	H / J	J	
Carpentry	G / J	H	
Plumber	G / J	H	
Refrigeration/Cooling Systems	H / J	H	
Heating Systems Serviceman	H / J	H	

SENIOR INSTRUCTORS WEEKLY STATUS REPORT

Work Element _____

Dates Included: From _____ To _____

PROBLEMS

PROBLEMS RESOLVED	PROBLEMS UNRESOLVED

ACCOMPLISHMENTS

48

STAFF DEVELOPMENT	SCHEDULE OF MEETINGS

STUDENTS – DAILY ATTENDANCE

	A	B	C	D	E	F	G	H
Mon								
Tue								
Wed								
Thr								
Fri								

63

	A	B	C	D	E	F	G	H
Mon								
Tue								
Wed								
Thr								
Fri								

	A	B	C	D	E	F	G	H
Mon								
Tue								
Wed								
Thr								
Fri								

64

	A	B	C	D	E	F	G	H
Mon								
Tue								
Wed								
Thr								
Fri								

APPENDIX D 1

Revised April 1974

Official Report of Test Results

APPENDIX D 2

TESTS OF GENERAL EDUCATIONAL DEVELOPMENT

issued by

OFFICIAL GED CENTERS

of the

General Educational Development Testing Service, American Council on Education

Name of Examinee:

Ott	Deborah	Lee	
Last	First	Middle	Maiden

Address:
Ave K. North
Glasgow AFB, MT 59231

Reported To:
Examinee
cc: Glasgow
MPEED

Date of Birth 2/22/58 Last Grade Completed 10 Date Reported _____

Social Security Number: 507-82-3046

Last School Attended: Glasgow
(if required by State Policy)

	Test Date	Form	Standard Score	Percentile Rank for U.S.
Test 1: Correctness and Effectiveness of Expression	3/25/75	K	56	73
Test 2: Interpretation of Reading Materials in the Social Studies	3/25/75	K	46	34
Test 3: Interpretation of Reading Materials in the Natural Sciences	3/25/75	K	52	58
Test 4: Interpretation of Literary Materials	3/25/75	K	57	76
Test 5: General Mathematical Ability	3/25/75	K	48	42
Average Standard Score:			51.8	

Passed* P
Failed* _____

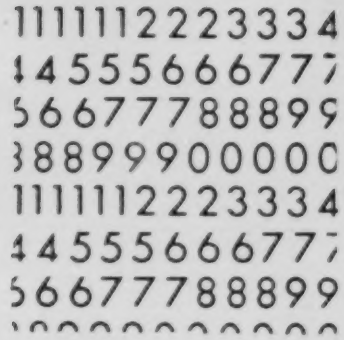
Signature of Chief Examiner: _____

Name of Center: _____

Address of Center: 49 _____

_____ Date: APR 14 1975

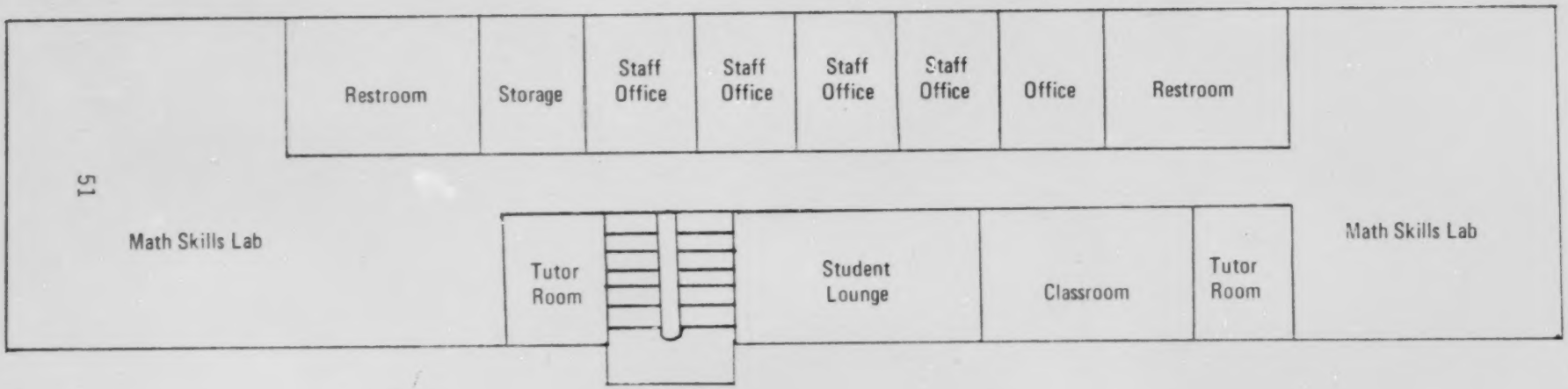
*Pass or Fail as determined by state policy.



EDUCATION SERVICES DIVISION

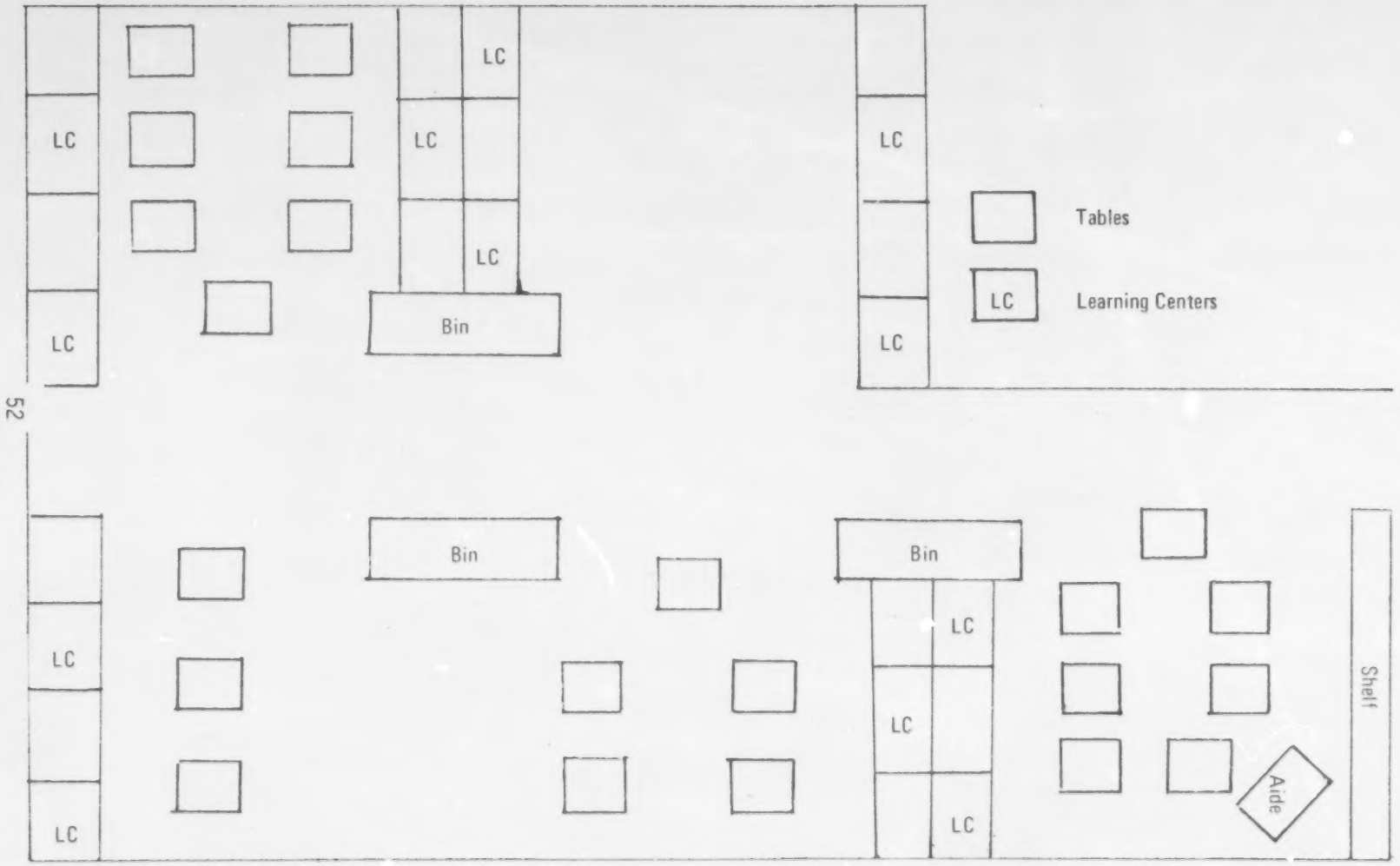
MATHEMATICS SKILLS COMPONENT

MATHEMATICS SKILLS INSTRUCTIONAL AREA



APPENDIX A 1

MATHEMATICS SKILLS LAB



MATHEMATICS LAB

(Adult)

1. Skills and Patterns - Foley, Brower & Jacobs (Series)
   Addison/Wesley Publishing Company, 1970

2. Diagnostic Program of Computational Skills, Nooner and Spradley
   Allied Education Council, 1970 - Publishers

3. Business Arithmetics
   Cambridge Book Company, Inc.

4. The GED Handbook of Basic Science
   Cambridge Book Company, Inc. copyright, 1971

5. Mathematics - A Basic Course, D. G. Slaten and R. W. Dever
   Cambridge Book Company, Inc. Copyright, 1972

6. WOW - World Of Work
   Career Orientation Workshop

7. How Computer Programming Works, Shannon Fischer
   Cowles Book Company, Inc. copyright, 1970

8. Interpretation of Reading Materials in the Natural Sciences, John T. Walsh
   Cowles Book Company, Inc.

9. Interpretation of Reading Materials in the Social Sciences - Richard Miner
   Cowles Book Company, Inc.

10. Preparation for the College Level Examination Program (CLEP)
    Cowles Book Company, Inc.

11. Teacher's Guide to the GED Program, B. S. Kamed
    Cowles Book Company, copyright, 1970

12. After-Math, Seymour, Holmberg, Heller, Larsen, Laycock
    Creative Publications, 1971

13. Mathematic Enrichment, Eureka
    Creative Publications, Inc. 1970

14. Basic Mathematics Simplified, C. Thomas Olivo
    Delmar Publishers, Inc. 1963

15. Mathematics, Bartholemew, D'Arangelo, Benedict, D'Arangelo & J. R. Guest
    Delmar Publishers

16. Practical Problems in Mathematics (Series)
    Delmar Publishers, Inc. 1955

17. TEMAC Programmal Learning Materials
Encyclopedia Britannica Press, Inc. 1963

18. Introduction to Functions, Vincent Brant, Keedy
Holt, Rinehart & Winston, Inc.

19. Money Management Library, (Series)
Household Finance Corporation, 1966

20. Mathematics for Adult Living, Larry M. Papsky
Mafix Associates, Inc. 1972

21. Magic (Series)

22. Math Packet, Title #3, ESEA

23. Computer Usage Fundamentals, Eric A. Weiss
McGraw-Hill, Inc. 1969

24. Elementary Algebra, R. A. Bernett
McGraw-Hill Company, 1968

25. Fundamentals of Freshman Mathematics, Allen Doerfer & Oakley
McGraw-Hill Company, 1959

26. Modern Algebra, Henderson, Pinkry, Klinger
McGraw-Hill Company, 1967

27. Schamms Outline Series
McGraw-Hill Company

28. Creative Geometry Experiments, Dr. Buckeye, Ginther
Midwest Publishing Company, Inc. 1970

29. Down Pour of Math Experiments, Professor William Embank
Midwest Publishing Company, Inc. 1970

30. Retriev-O-Math (Direction Cards) Smith & White
Midwest Publishing Compant, Inc.

31. Success In Mathematics (Series)
Motivation Development, Inc. 1970

32. Activities with Ratio and Proportion
Oakland County Mathematics Projects

33. Angle Measure
Oakland County Mathematics Projects

34. Equa-Forma-Aities
Oakland County Mathematics Project

35. Geometrics Excursions
Oakland County Mathematics Projects

36. A Prelude to Calculus, M. W. Pownall
McGraw-Hill Company, 1967

37. Similarity and Congruence
Oakland County Mathematics Projects

38. Where is the Point?
Oakland County Mathematics Projects

39. It's About Time, Mildred Davis
P.L. 90-5760-Part D
OEC-8-0579 (361)

40. Individual Learning for Adults (ILA)
Research for Better Schools, 1971

41. Consumer Mathematics - Teachers Units
State Department of Public Instruction, 1969

42. Algebra, Book #1, James T. Shea
Steck-Vaughn Company, 1960

43. Steps to Mathematics (Series)
Steck-Vaughn Company, 1960

44. Remedial Arithmetic, Allen Congdon & Ronald Thompson
The Teachers College & University Extension Division
University of Nebraska, 1952

45. A Collection of Cross Number Puzzles, Woolman
Weston Walch

46. Getting Ready for Algebra, Russell J. Call
Weston Walch, 1967

47. Math Can Be Fun
Weston Walch, 1960

48. The Math Wizard
Weston Walch, 1962

49. Programmed Math (Series), Sullivan
Western Division, McGraw-Hill Company, 1968

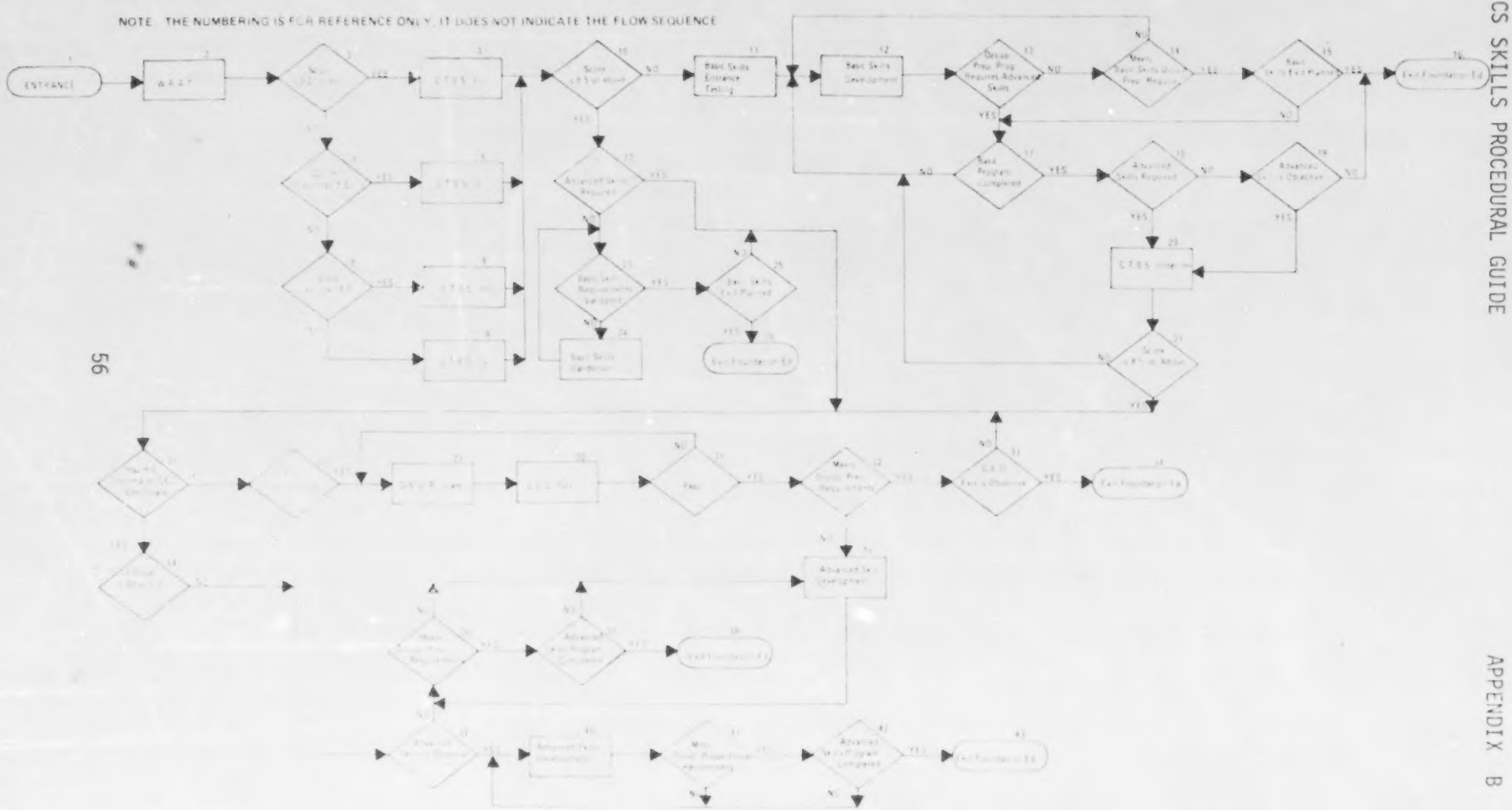
50. Thirty Projects for Mathematical Clubs and Exhibitions, William R. Ransom
J. Weston, Publishers, 1965

51. Games for Learning Mathematics, Woolman
Weston Woolman

52. Learn-In, Myron Woolman
Myron Woolman

INDIVIDUALIZED LEARNING SYSTEM FOR FOUNDATION EDUCATION

NOTE: THE NUMBERING IS FOR REFERENCE ONLY. IT DOES NOT INDICATE THE FLOW SEQUENCE



4. MATHEMATICS INDIVIDUALIZED LEARNING SYSTEM PROCEDURAL GUIDE

From the flow chart preceding this page

(1) Prerequisite to meaningful placement of participants into the Communications Skills Lab and the Mathematics Skills Lab is the construction of an individual participant basic skill profile. This entry profile facilitates initial placement of the participant into the individualized learning system as well as assessing present basic skill levels for purposes of in-depth diagnosis of learning disabilities.

In order to obtain a meaningful profile in the most expeditious and economic manner two tests are administered respectfully; a brief assessment using the Wide Range Achievement Test (WRAT) and an indepth assessment using the Comprehensive Test of Basic Skills (CTBS).

(2) WRAT

The Wide Range Achievement Test (WRAT) is administered during orientation to all adult participants. From this test, which requires 25 minutes to administer, a reading and math score is obtained. The resultant score is used to determine which of the four levels of the Comprehensive Test of Basic Skills will be used to obtain entry profile data. All reading and math scores are expressed in grade equivalents.

In determining which level of the CTBS Test will be administered, most weight is given to the reading score since it is the key that enables the individual to negotiate the test directions and written math problems. It is the experience of the testing personnel that

by using the reading socre, tempered with considerations given extremely low math scores, that the resultant math scores retain their validity for diagnostic purposes.

The following represents the minimum and maximum WRAT Scores with their corresponding CTBS Levels:

(3)	WRAT Reading Score	2.0		= (4) CTBS Level I
	WRAT Reading Score	2.0	5.5	= (6) CTBS Level II
	WRAT Reading Score	5.5	8.5	= (8) CTBS Level III
	WRAT Reading Score	8.5		= (9) CTBS Level IV

CTBS

The Comprehensive Test of Basic Skills (CTBS) is designed to measure to what extent participants have acquired effective language skills that are an everyday requirement for living and working and for continued academic studies. All items within the test batteries are classified by intellectual process and content within the areas of Reading, Language, Arithmetic and Study Skills. The resultant data may then be used to determine further educational planning, instruction and guidance of the participant.

The CTBS is published in two forms, Q and R, at four over-lapping levels, with similar content at each corresponding area. Each level of the test battery breaks down into the following areas and appropriate sub-areas:

TEST I	TEST II	TEST III	TEST IV
Reading	Language	Arithmetic	Study Skills
1. Vocabulary	1. Mechanics	1. Computations	1. Ref. Materials
2. Comprehensive	2. Expression	2. Concepts	2. Graphic Matl's.
3. Total Score	3. Spelling	3. Application	3. Total Score
	4. Total Score	4. Total Score	

Dependent upon the resultant Reading Scores of the WRAT the corresponding level of the CTBS is given. (see (2) WRAT). The tests are scored and recorded on test profile sheets which are retained in the Communications Skills Office. The scores are reviewed with the participant on the first day of standard schedule and initial prescription is made from these scores.

(10) Determination is made at this point on the basis of CTBS scores, as expressed by grade equivalents, to which of the two areas of Mathematics Skills the participant is prescribed. If the resultant scores in all related areas (computation, concepts, application) are less than 9.5, then the participant is prescribed into Basic Mathematics Skills.

If, however, the participant scores 9.5 or above on the initial CTBS test battery (22) a determination is made as to whether the occupational requirements fall within the scope of Advanced or Basic Mathematics Skills. (23) If the requirements for occupational validation fall within the Basic Mathematics Skills area it is then determined if the requirements have been met. (24) If they have not been met, the participant is prescribed work designed to meet the requirements. (23) Should the participant, by virtue of his CTBS scores, meet all the requirements for occupational

preparation area he then is validated (25) and exit is discussed. Should he decide to exit (26) he is sequenced out of Mathematics Skills. Should he decide to continue on in Advanced Skills for self improvement, he is then prescribed into Advanced Mathematics Skills.

(11) Entrance Test - Basic Mathematics Skills

The entrance test for Basic Mathematics Skills consists of a series of unit tests grouped by level of difficulty. The following learning matrix diagram will facilitate the understanding of the entrance testing.

	A	B	C	D	E	F	G	H	I	J
1. Numeration and Place Value										
2. Addition and Subtraction										
3. Multiplication & Division										
4. Geometry & Measurement										
5. Algebra										

Each numbered item represents the course designation, captial letters designate level of difficulty, and the blank squares designate the unit as related to each course by level of difficulty.

There are five entrance tests which are administered in Mathematics Skills which reflect all of the performance activities within each unit of instruction. For example, in Mathematics Skills course, Numeration and Place Value, there are eight levels covered. These are A through H. While in Multiplication and Division, there are tests in only C through H.

Each entrance test is administered in sequence, A through H, and the results are recorded on a participant entrance profile sheet which is similar to the learning matrix diagrm above. Using 80% as the criterion for mastery of the skills found within each unit, the appropriate unit mastered is marked with an "x". Should non-mastery occur of any unit within a particular level, the participant is not given the remaining units within that course but instead receives only those units on the next level entrance test that were mastered on the preceeding level. This procedure continues until the participant can no longer master any unit within an entrance test or upon the administration of entrance test, Level H.

From the administration of the Entrance Test a profile is obtained where all known and unknown performance objectives are identified. This can be determined by reviewing the student profile. Those squares containing an "x" show mastery of the objectives. Those that are left blank demonstrate those not known by the participant. The participant now proceeds to Basic Skill Development.

(12) The learning matrix is so designed that the courses as well as levels are in sequential order. This order is dictated by the premise that the courses are hierarchial in nature, i.e., Unit E of Numeration and Place Value must be mastered before Unit E of Addition and Subtraction is mastered and that all units designated as Level E must be mastered before those units of Level F.

was not mastered during the entrance test. Grading of this test will be done by the staff and appropriate records will be maintained in regards to each pre- and post-test on the individual participant prescription sheet.

Upon achieving a percentage which demonstrates the participant's ability to negotiate the performance activities, 80% or above, he will be prescribed the next unit pre-test.

Should the participant not achieve proficiency in the pre-test an instructor will prescribe the appropriate skill books, LAPs, or activities which are based upon the unit performance objectives.

All learning activity material presented will follow the sequence established by the unit performance objectives. Each learning activity which contains curriculum embedded tests will be corrected by the participant if not specifically told to do so by the activity instructors.

When 80% proficiency has been demonstrated by the participant of all unit associated objectives, the participant will be prescribed

post-tests by an instructor. This test, upon completion by the participant, will be graded by the instructor and the resultant

score noted and placed on the individual participant prescription sheet.

Should the participant not achieve a proficiency score on the post-test, he will be recycled back into the unit and alternate learning activities and/or tutoring will occur for each objective(s) not learned to the proficiency level. A readministration of the post-test will be used to evaluate unit objective proficiency. Upon successful completion of all activity objectives, the participant will be prescribed the next appropriate unit pre-test by an instructor. The subsequent procedure is followed until all fo the performance activities are mastered up to and including Level H.

(13) - (14) At this point, a determination is made relative to the Mathematics Skills requirements for the participant's occupational preparation area. It is determined by the Senior Instructor whether or not the skills requirements have been mastered within the objectives found in Foundation Education. If the objectives are (18) not found within the scope of the Basic Mathematics Skills area and (17) if the basic program is completed, he is then prescribed into Advanced Mathematics Skills by the Senior Instructor. (21) If, however he does not meet the requirements, the participant is recycled back through Basic Mathematics Skills until he can demonstrate the ability to master those skills needed to meet the occupational requirement.

Should the Educational Skills requirements for the participant's occupational area fall within the scope of Basic Mathematics Skills and that he has met those requirements by demonstrating mastery of those skills, (15) exit is discussed. (16) Should the participant not desire to continue in Mathematics Skills for self-improvement, exit from Foundation Education is executed. (19) If, however, the participant desires to continue on and set further educational goals beyond his requirements for occupational validation, (17) and contingent upon successful completion of all Basic Mathematics Skills performance objectives, he is then prescribed into the Advanced Educational Skills area. (21) If he is unable to meet the requirements for entry he is then recycled back through the areas of non-mastery until he can demonstrate Reading, Language, Mathematics and Study Skills needed to continue.

Advanced Mathematics Skills

(27) Upon entering Advanced Mathematics Skills the Senior Instructor determines whether or not the participant has a high school diploma or a General Education Development (GED) certificate. (28) If he does not, the participant is asked whether or not he will want to pursue a course of study which will prepare him for eventually taking the GED test. (39) If this is not a goal, then Advanced Skills for meeting occupational requirements is determined. (40) If these requirements fall within the Scope of Advanced Skills, then the participant is prescribed into a course of study utilizing individualized program materials which will accomplish this task. (41) (42) (43) If the participant meets his occupational requirements and has completed his Advanced Skills program, plans are made to validate

him with completion in Foundation Education and exit from Foundation Education is sequenced.

(39) Should the skill requirements for his occupational area fall within Advanced Skills, (36) and should he meet those requirements by virtue of his CTBS score (37) and further skill development is not necessary or desired by the participant, (38) exit is planned.

(28) If the participant wishes to pursue the GED study course it is determined whether that goal is consistent with his capabilities, as demonstrated by past performance, and that such a goal is attainable within the time frame established for completion of his occupational preparation. If the above criteria are met, the participant is prescribed into the GED study program.

GED Study Program

If the student is between 8.5 and 11.4 on the CTBS test on each of the sub-tests in reading, language, and study skills, he is prescribed into McGraw-Hill Skills Box for basic language and dictionary skill review. If he is prescribed into the skills box, the following steps are taken:

a. The student takes the diagnostic pre-test in the student record book.

b. The student is prescribed into those booklets covering areas the student failed to achieve 90% or better in the diagnostic test.

c. The student completes the booklets in the manner in which they were prescribed.

d. The student takes the post-test over the areas he covered in the booklets.

If the student scores 11.5 or above in each of the three areas of reading, study skills, and language, on the interim or initial CTBS tests, and wishes to obtain a GED the student is prescribed in the following manner:

a. The student is given a series of four GED pre-tests in the areas of English, social studies, natural science, and literature (the fifth pre-test, mathematics, is given when the student completes prescribed mathematics activities in the mathematics lab.)

b. If the student achieves the determined mastery on any of the four tests, he is not given work in that area.

c. If the student fails to achieve mastery on any of the four above-mentioned areas, he is prescribed activities in that area as determined by the instructor.

d. When the student has completed all prescribed activities in those areas he did not master on the GED pre-test, he is given a post-test on those areas.

e. If the student achieves mastery on the post-test, he is scheduled for the GED test.

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW, MONTANA 59231 · TEL: (406) 624-6221

BUILDING TRADES AND SERVICES

	Communication Skills	Math Skills	
Appliance Servicing	H / J	H	
Radio and TV Repair	H / J	J	
Electric Motor Repair	H / J	H	
Electric Wiring	H / J	J	
Electronic Assembler	H / J	J	
Drafting	H / J	J	
Carpentry	G / J	H	
Plumber	G / J	H	
Refrigeration/Cooling Systems	H / J	H	
Heating Systems Serviceman	H / J	H	

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW, MONTANA 59231 · TEL: (406) 624-6221

FOOD SERVICES

	Communication Skills	Math Skills	
Restaurant Institutional Cook	F H	E	
Kitchen Supervisor	F J	E	
Second Baker	G H	E	
Chef Trainee	H J	E	
Restaurant Manager Trainee	H J	F	
Bakery Manager Trainee	H J	F	

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 • GLASGOW, MONTANA 59231 • TEL: (406) 524-6221

LODGING

	Communication Skills	Math Skills
Maid	F / H	E
Housekeeper	G / J	E
Desk Clerk	G / J	F
Assistant Manager	G / M	F

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 • GLASGOW, MONTANA 59231 • TEL: (406) 624-6221

MARKETING & DISTRIBUTION

	Communication Skills	Math Skills	
Shipping & Receiving Clerk	E G	F	
Stock Clerk	E G	F	
Checker-Cashier	G J	F	
General Salesperson	G J	F	
Professional Salesperson	J O	F	
Mid-Management Trainee	J O	F	

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW, MONTANA 59231 · TEL: (406) 524-6221

'MOBILITY & TRANSPORTATION

	Communication Skills	Math Skills	
General Mechanic	H / J	G	
Transmission Mechanic	H / J	F	
Transmission/Engine Repair	H / J	F	
Engine Rebuilder	H / J	G	
Brake/Front End Mechanic	H / J	F	
Auto Air Cond./Tune-Up Mechanic	H / J	G	
Engine Repair/Tune-Up	H / J	F	
Light Duty Mechanic	F / G	E	
Small Engine Mechanic	F / H	F	

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 • GLASGOW, MONTANA 59231 • TEL: (406) 624-6221

OFFICE EDUCATION

	Communication Skills	Math Skills
Clerk	H / J	E / F
Clerk- Typist	K / O	E / F
Clerk-Stenographer	K / O	E / F
Accounting Clerk	K / M	F / G
Bookkeeper	K / O	F / G
Keypunch Operator	K / M	E / F

4/14/75

LEARNING EXPERIENCE GUIDE
FOR
MATHEMATICS SKILLS

1) Numeration - Place Value

2) Addition - Subtraction

3) Multiplication - Division

4) Geometry - Measurement

5) Applications

MATHEMATICS SKILLS

1. Numeration - Place Value

A. Description:

Numeration - Place Value: (System in which symbol has meaning dependent on its location).

1. Identify symbols
2. Identify placement of symbols
3. Comparisons
4. Different number systems

B. Rationale:

Numeration and Place Value: In order to investigate Physical Phenomena some system of identification is needed and the person must understand that system in order to work in or with it.

C. Goals:

The participant will be able to identify what a series of mathematical terms means; therefore, he may operate on them and arrive at a solution.

D. Course Objectives:

Numeration and Place Value:

The participant, upon completion of numeration and place value, will be able to recognize the following:

1. Read numbers
2. Write numbers
3. Count and identify material
4. Describe a part of a whole
5. Convert from fractions to decimals
6. Convert from decimals to fractions
7. Identify per cent
8. Identify area
9. Identify volume
10. Identify expressions
11. Identify equations
12. Compare expediential notation
13. Find greatest common factor
14. Find least common multiplier
15. Identify trigonometric functions

F. Prerequisites:

1. Vision which is correctable to sixteen inch vision. (not legally blind)

2. Reading level 2.0 (FRY)

3. Ability to read and write numbers.

G. General Instructions:

1) the participant will have taken W.R.A.T.
2) the participant will have taken C.T.B.S.
3) the participant will take the Entrance test for Numeration - Place Value

H. Evaluation:

1. a post test is designed for each unit
2. interim: T.T.B.S. see Comp Skills

I. Follow through:

After completion of the course, the participant is continually evaluated in terms of his/her ability to utilize those objectives learned in Numeration - Place Value.

2. Addition - Subtraction

A. Description:

Addition - Subtraction: (combining and reorganizing data)

B. Rationale:

Addition and Subtraction: In the physical world about ourselves, the world is constantly regrouping into larger or smaller units. Man is constantly changing the order of things, but he does so in an orderly fashion. Every person needs some knowledge of how this regrouping is occuring.

C. Goals:

Addition - Subtraction: The participant will be able to combine and regroup a series of mathematical terms to better identify a phenomena.

D. Course Objectives:

Addition-Subtraction:

The participant, upon completion of addition and subtraction will be able to recognize the following:

1. Write number of objects in given set
2. Collect more than one set
3. Delete set to make them correspond to given data
4. Solve one step work problems
5. Add or subtract with borrowing
6. Add or subtract time
7. Add or subtract length
8. Add or subtract area
9. Add or subtract volume
10. Use signed numbers
11. Solve algebraic equations

F. Prerequisites:

1. Vision which is correctable to sixteen inch vision. (not legally blind)

2. Reading level 2.0 (FRY)

3. Ability to read and write numbers.

G. General Instructions:

1) the participant will have taken W.R.A.T.
2) the participant will have taken C.T.B.S.
3) the participant will take the Entrance test for Numeration - Place Value

H. Evaluation:

1. a post test is designed for each unit
2. interim: T.T.B.S. see Comp Skills

I. Follow through:

After completion of the course, the participant is continually evaluated in terms of his/her ability to utilize those objectives learned in Addition - Subtraction.

3. Multiplication - Division

A. Description:

Multiplication - Division: (includes the abbreviated process for combining, organizing and reidentification of data)

B. Rationale:

Multiplication and Division: In the rapidly changing world about us -- the orderly regrouping of things -- a fast, convenient method of reorganization is needed to release one from the tedium of continued additions and/or subtractions; multiplication and division gives us this.

C. Goals:

The participant will be able to combine and regroup numbers such as ratio to proportions, percentage, and extended additions to a degree needed in general career fields.

D. Course Objectives

Multiplication and Division:

The participant, upon completion of multiplication and division will be able to recognize the following:

1. Factor
2. Product
3. Division
4. Quotient
5. Inverse
6. Less than - More than
7. Square
8. Integer
9. Rational number
10. Exponent
11. Binomial

F. Prerequisites:

1. Vision which is correctable to sixteen inch vision. (not legally blind)

2. Reading level 2.0 (FRY)

3. Ability to read and write numbers.

G. General Instructions:

1) the participant will have taken W.R.A.T.
2) the participant will have taken C.T.B.S.
3) the participant will take the Entrance test for Numeration - Place Value

H. Evaluation:

1. a post test is designed for each unit
2. interim: T.T.B.S. see Comp Skills

I. Follow through:

After completion of the course, the participant is continually evaluated in terms of his/her ability to utilize those objectives learned in Multiplication - Division.

4. Geometry - Measurement

A. Description:

Geometry - Measurement: (lines - area - volume - space)

1. Basic figures

2. Lines in space for measurement

3. Decomposition of things to basic drawing that can be measured)

B. Rationale:

Geometry and Measurement: We are each located somewhere in the world at a point. Our neighbor is at another point, and there is a distance between us. Because of this, there is a need to identify and understand points, lines, distance, etc. We buy property but it is sold in terms of area. We drink beer, but it is sold by the volume. All of these necessitate some knowledge of geometry and measurement.

C. Goals:

The participant will be able to see the relationship of simple drawings as an aid in working physical problems, such as distances, force vectors, area and volume.

D. Course Objectives

Geometry - Measurement:

The participant, upon completion of Geometry and Measurement, will be able to recognize the following:

1. point
2. line
3. area
4. volume
5. length
6. polygon
7. weight
8. temperature
9. equivalent
10. time
11. graphs
12. statistics

F. Prerequisites:

1. Vision which is correctable to sixteen inch vision. (not legally blind)

2. Reading level 2.0 (FRY)

3. Ability to read and write numbers.

G. General Instructions:

1) the participant will have taken W.R.A.T.
2) the participant will have taken C.T.B.S.
3) the participant will take the Entrance test for Numeration - Place Value

H. Evaluation:

1. a post test is designed for each unit
2. interim: T.T.B.S. see Comp Skills

I. Follow through:

After completion of the course, the participant is continually evaluated in terms of his/her ability to utilize those objectives learned in Geometry - Measurement.

5. Applications

A. Description:

Applications: (Applying what you have learned in above related to:)

1. Basic skills for everyone

2. Special skills for trade

3. Advanced skills for GED or CLEP

B. Rationale:

Applications: After we know all of the above, there is a need to use any or all of our knowledges to apply to practical problems that confront people in life.

C. Goals:

The participant will use mathematics that he has learned to solve situations that arise in his career.

D. Course Objectives:

The participant, upon completion of applications, will demonstrate proficiency in using his mathematics skills in solving practical problems in his career field.

F. Prerequisites:

1. Vision which is correctable to sixteen inch vision. (not legally blind)

2. Reading level 2.0 (FRY)

3. Ability to read and write numbers.

G. General Instructions:

1) the participant will have taken W.R.A.T.
2) the participant will have taken C.T.B.S.
3) the participant will take the Entrance test for Numeration - Place Value

H. Evaluation:

1. a post test is designed for each unit
2. interim: T.T.B.S. see Comp Skills

I. Follow through:

After completion of the course, the participant is continually evaluated in terms of his/her ability to utilize those objectives learned in Applications.

STUDENT WORK PLAN

Name _____

Rater _____

Date (Entry) _____ (Exit) _____

Instructional or Curriculum Area	Comprehensive Written Test: ILA Math Comp. Test PRE	Comprehensive Written Test: ILA Math Comp. Test POST	Performance Check List PRE	Performance Check List POST	Attitude Check List PRE	Attitude Check List POST	CTBS Math PRE	CTBS Math POST	COURSE UNITS NEEDED	Est. Time / Act. Time
11 MATHEMATICS SKILLS										
Objectives: The student will demonstrate the Numeration & Place Value skills necessary to support functional job skills.									A 1 (2) 01.01 ( ) E 5 (4) 01.05 ( ) B 2 (2) 01.02 ( ) F 6 (5) 01.06 ( ) C 3 (2) 01.03 ( ) G 7 (5) 01.07 ( ) D 4 (3) 01.04 ( ) H 8 (5) 01.08 ( )	
The student will demonstrate the Addition & Subtraction skills necessary to support functional job skills.									A 1 (1) 02.01 ( ) E 5 (4) 02.05 ( ) B 2 (1) 02.02 ( ) F 6 (3) 02.06 ( ) C 3 (1) 02.03 ( ) G 7 (4) 02.07 ( ) D 4 (1) 02.04 ( ) H 8 (2) 02.08 ( )	
The student will demonstrate Multiplication & Division skills necessary to support functional job skills.									A 1 (0) 03.01 ( ) E 5 (6) 03.05 ( ) B 2 (0) 03.02 ( ) F 6 (5) 03.06 ( ) C 3 (2) 03.03 ( ) G 7 (7) 03.07 ( ) D 4 (4) 03.04 ( ) H 8 (3) 03.08 ( )	
The student will demonstrate the Geometry & Measurement skills necessary to support functional job skills.									A 1 (0) 04.01 ( ) E 5 (5) 04.05 ( ) B 2 (1) 04.02 ( ) F 6 (13) 04.06 ( ) C 3 (4) 04.03 ( ) G 7 (7) 04.07 ( ) D 4 (5) 04.04 ( ) H 8 (8) 04.08 ( )	
The student will demonstrate Algebraic skills as required to support functional job skills and/or GED requirements.									I 9 (5) 06.09 ( ) J 10 (9) 06.15 ( ) I 9 (6) 06.10 ( ) J 10 (9) 06.16 ( ) I 9 (8) 06.11 ( ) K 11 (8) 06.17 ( ) I 9 (9) 06.12 ( ) K 11 (6) 06.18 ( ) J 10 (8) 06.13 ( ) K 11 (12) 06.19 ( ) J 10 (8) 06.14 ( ) K 11 (15) 06.20 ( )	

Recommendations for Program Planning:

Total Est. Time / Total Act. Time

PRETEST / POST TEST

Score %	Score %

KEY

Score %	Score % Change
Mastery Level	Possible

MOUNTAIN-PLAINS STUDENT PROFILE (Basic Mathematics)

Student's Name _____

Date of Testing _____

COURSE	A	B	C	D	E	F	G	H
(01) Numeration Place Value								
(02) Addition Subtraction								
(03) Multiplication Division								
(04) Geometry Measurement								
(05) Application								

Student's Name _____

Date of Testing _____

COURSE - ALGEBRA (06)		
I	J	K
Integers 11.06.09	Exponents 11.06.13	Radical Expressions 11.06.17
The Rationals 11.06.10	Polynomials 11.06.14	Linear and Quadratic Equations 11.06.18
Expressions 11.06.11	Rational Expressions 11.06.15	Graphing in the Coordinate Plane 11.06.19
Mathematical Sentences 11.06.12	Rational Expressions II 11.06.16	Trigonometry 11.06.20

STUDENT PROGRESS RECORD

Name _____ Number _____ Entry Date _____

Curriculum Area 11 MATHEMATICS SKILLS Pretest Date _____

_____ Post Test Date _____

		Time Spent in Curric. Compon.	Date Started	Date Completed	Instructor's Initials		
11	Mathematic Skills						
.01	Numeration - Place Value						
	Pretest Score Post Test Score						
.01	A: Numeration - Place Value						
	Pretest Score Post Test Score						
.01	A: Numeration - Place Value (1)						
.02	A: Numeration - Place Value (2)						
.03	A: Numeration - Place Value (3)						
.04	A: Numeration - Place Value (4)						
.05	A: Numeration - Place Value (5)						
.06	A: Numeration - Place Value (6)						
.07	A: Numeration - Place Value (7)						
.08	A: Numeration - Place Value (8)						
.09	A: Numeration - Place Value (9)						
.10	A: Numeration - Place Value (10)						
.11	A: Numeration - Place Value (11)						
.12	A: Numeration - Place Value (12)						
.02	B: Numeration - Place Value						
	Pretest Score Post Test Score						
.01	B: Numeration - Place Value (1)						
.02	B: Numeration - Place Value (2)						
.03	B: Numeration - Place Value (3)						
.04	B: Numeration - Place Value (4)						
.05	B: Numeration - Place Value (5)						
.06	B: Numeration - Place Value (6)						
.07	B: Numeration - Place Value (7)						
.08	B: Numeration - Place Value (8)						
.09	B: Numeration - Place Value (9)						
.10	B: Numeration - Place Value (10)						
.03	C: Numeration - Place Value						
	Pretest Score Post Test Score						
.01	C: Numeration - Place Value (1)						
.02	C: Numeration - Place Value (2)						
.03	C: Numeration - Place Value (3)						
.04	C: Numeration - Place Value (4)						
.05	C: Numeration - Place Value (5)						
.06	C: Numeration - Place Value (6)						
.04	D: Numeration - Place Value						
	Pretest Score Post Test Score						
.01	D: Numeration - Place Value (1)						
.02	D: Numeration - Place Value (2)						
.03	D: Numeration - Place Value (3)						
.04	D: Numeration - Place Value (4)						
.05	D: Numeration - Place Value (5)						

92

DEVELOPMENTAL/EMPLOYABILITY TRAITS
CAREER GUIDANCE AND COUNSELING

APPENDIX E 4

Date _____

To: _____ _____ (student), majoring in _____ is scheduled for a plan/progress review. To facilitate this effort please return this form to the Career Guidance Department by _____.

Please rate each trait by checking the most appropriate box below using the following key:

Very Satisfactory. The student is strong on this trait and further development in this area is not required.
Satisfactory. The student is strong enough in this area to gain and maintain employment in his/her chosen career. Added strength would be helpful but it is not essential.
Unsatisfactory. This is a weak point of the student and requires work. The student might be able to gain employment, but would probably not be able to maintain employment due to this weakness.
Very Unsatisfactory. Because of this problem, the student is unemployable. Improvement is essential.

Individual/Personal Traits*	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Appearance				
Self-Concept				
Self-Confidence				
Motivation				
Directedness				
Alcohol Problems				
Self-Control				
Self-Knowledge				
Self-Acceptance				

Work Traits *	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Competence				
Industriousness				
Accuracy				
Responsibility				

Relationship Traits *	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Cooperation				
Courtesy				
Perseverance				
Social Contact				
Intimacy				
Marital Harmony				

Overall Traits*	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Dependability/Reliability				
Responsibility (personal)				
Ambition				

Comments: _____

Please check (✓) one:

___1. The student is progressing in his/her program and does not require a six-week review.
___2. The student is not progressing in his/her program and does require a six-week review.

Incentive Leave - check (✓) one:

___1. The student is progressing satisfactorily and is to be considered for Incentive Leave.
___2. The student is not progressing satisfactorily and should not be considered for Incentive Leave.

(*Traits defined on back)

THIS FORM FOR:

___6 Week Review
___Referral - General Information
___Referral - Immediate Attention